Grade 2 — Physical Education/Health Education — Specific Learning Outcomes*

1 Movement

K

❑ **K.1.2.A.1 Observe and name the basic movement patterns performed by other students** (i.e., running, galloping, hopping, jumping, skipping, rolling, throwing, catching, kicking, striking, bouncing, balancing).

❑ **K.1.2.B.1 Show an understanding that personal attitudes** (e.g., willingness to try, level of involvement, desire to learn...) **affect skill development and success.**

❑ **K.1.2.B.2 Recognize different ways to maintain static and dynamic balance** (i.e., increase base of support by widening stance, lower centre of gravity by bending knees, keeping head level) **in physical activities** (e.g., walking on a low beam, changing directions while travelling...).

❑ **K.1.2.B.3a Recognize the terms associated with pathways** (i.e., straight, curved, zigzag)**, directions** (i.e., up, down, right, left, forward, backward, sideways, clockwise, counter-clockwise)**, and planes** (i.e., frontal, horizontal, sagittal).

❑ **K.1.2.B.3b Recognize and use body shapes in expressive movement** (e.g., show three different body shapes in a movement sequence...).

❑ **K.1.2.B.3c Recognize the different qualities of effort** (i.e., time, force, flow) **in own movement** (e.g., respond to different beats and rhythms of a drum, move to music, walk and move like various animals...).

❑ **K.1.2.B.3d Recognize the different ways to move in relation to a partner** (e.g., lead, follow, mirror, match, dodge...) **and objects or equipment** (e.g., obstacle course, climbing frame...).

❑ **K.1.2.C.1 Demonstrate knowledge of fundamental rules related to different aspects** (e.g., purpose, number of players, role of each player, equipment, scoring...) **of simple games and activities** (e.g., grid activities...) **designed by self and/or others.**

❑ **K.1.2.C.3 Recognize and discuss simple strategies** (e.g., dodging, varying speed, changing directions, funnelling in tag games...) **used in chasing/fleeing games/activities.**

❑ **K.1.2.C.4 Identify activity situations that require sharing, respect, honesty, and other positive social behaviours** (e.g., explain how the "tagger's rule" helps improve the game of tag...).

S

❑ **S.1.2.A.1 Demonstrate competency in basic transport skills** (i.e., running, hopping, galloping, jumping, skipping)**, moving in different directions** (e.g., hop consecutively in a forward direction on the right and on the left foot; jump and land using a two-foot take-off and a two-foot landing...).

❑ **S.1.2.A.2 Demonstrate the basic manipulation skills** (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) **in a variety of activities to challenge different levels of ability** (e.g., catch a ball from different distances; strike a ball using a short-handled implement; kick a slow-rolling ball along the ground...).

❑ **S.1.2.A.3 Demonstrate balancing in different ways** (i.e., showing symmetrical and asymmetrical shapes, balancing on different parts/number of parts of the body) **at different levels and/or heights.**

❑ **S.1.2.B.1 Use basic movement skills** (e.g., hopping, rolling, underhand throwing...) **and concepts** (i.e., body and space awareness, relationships) **in creating cooperative and/or low-competitive games with partners or in small groups** (e.g., hopscotch, playing catch with a partner, simple target games...).

❑ **S.1.2.B.2 Use basic movement skills** (e.g., running, catching...) **and concepts in cooperative and/or low-competitive group games** (e.g., dodging activities, tag games...).

❑ **S.1.2.B.3 Set up and manage own games** (e.g., skipping games, target games, hopscotch...).

❑ **S.1.1.C.1 ➠ Demonstrate functional use of basic movement skills** (e.g., hopping, jumping, kicking...) **and equipment in outdoor activities and/or special events** (e.g., hopscotch, rope skipping, snow soccer, tabloids, cultural theme days, Aboriginal games...).

❑ **S.1.2.D.1 Demonstrate basic rhythmic steps and patterns** (e.g., walk/clap, skip, slide, stamp...)**, applying movement concepts** (e.g., body awareness, qualities of effort...) **alone and with others in simple and/or creative rhythmic activities** (e.g., creative movement, multicultural activities such as folk dances, round dances...).

❑ **S.1.2.D.2 Demonstrate functional use of basic movement skills** (i.e., transport, manipulation, balance)**, applying movement concepts** (e.g., body and space awareness...) **to gymnastic-type activities** (e.g., balancing on different body parts, swinging and circling small hand apparatus...).

2 Fitness Management

K

❑ **K.2.1.C.1a ➠ Show an understanding of the location of main internal body parts affected by exercise** (i.e., heart, lungs, bones, muscles).

❑ **K.2.1.C.1b ➠ Recognize the physical changes in the body during physical activity** (i.e., heart beats faster, body gets warmer, breathing accelerates, perspiration increases).

❑ **K.2.2.C.3 Recognize that proper warm-up activities** (i.e., light aerobic activity, stretching exercises) **prepare muscles for vigorous activities** (e.g., warm-up activities increase blood circulation and elasticity of muscles and ligaments...).

S

❑ **S.2.2.A.1a Participate in cooperative and/or low competitive-type physical activities** (e.g., with partners, in small groups...) **that contribute to skill/fitness development and enjoyment.**

❑ **S.2.2.A.1b Sustain participation in moderate to vigorous activity, using basic movement skills.**

❑ **S.2.2.A.2 Determine own degree of exertion through simple methods** (e.g., put hand on chest to feel increase in heart rate, "talk test"...) **while participating in physical activities.**

3 Safety

K

❑ **K.3.2.A.1 Recognize the importance of practising safe behaviours** (e.g., following directions, performing within own limits, understanding safety rules for using large equipment...) **alone and/or with others.**

❑ **K.3.2.A.2 Recognize safe range of motion of joints** (e.g., neck rotations, knee bends...) **in common exercises.**

❑ **K.3.2.A.3 Identify the reasons for appropriate clothing and footwear for participation in physical activity** (e.g., change of clothing for safety, support, comfort, and freedom of movement; removal of jewellery for physical activities; personal hygiene...).

❑ **K.3.2.A.4 Show an understanding of general and specific safety guidelines and behaviours** (e.g., change-room routines, appropriate permitted heights on climbing frame, carrying heavy equipment such as benches, size of equipment...) **that are appropriate for own age and ability.**

❑ **K.3.2.A.5a Identify the basic safety rules for selected physical activity settings** (e.g., school field trips, Terry Fox walk/run, skating activity, powwows, winter festivals...).

❑ **K.3.2.A.5b Identify safety rules, signals, and practices to follow when riding a bicycle** (e.g., obeying traffic signs, right/left/stop signals, helmet use, mechanical workings...).

❑ **K.3.2.B.1 Identify safety rules to be followed related to the home, school, and community** (i.e., road, vehicles such as tractors and boats, bus ridership, electricity, weather, seasons, stairs/balconies, tools, Internet use).

❑ **K.3.2.B.2 Identify ways to avoid potentially dangerous situations related to water** (e.g., floods, bathtubs, ice conditions, big waves, lightning...) **and unsupervised situations** (e.g., waterfront...) **for self and/or others.**

❑ **K.3.2.B.3 Identify practices to assist an injured person** (i.e., get help, explain what you saw, avoid contact with body fluids of others, do not try to move the injured person).

❑ **K.3.1.B.4 ➠ Recognize community helpers** (e.g., safe adult, police officer, bus driver, teacher, Block Parent, babysitter...) **and how to seek help** (e.g., know emergency telephone numbers, ask a safe adult or teenager for help, use a telephone, dial emergency telephone number, report what happened...).

S

❑ **S.3.K.A.1 ➠ 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.**

4 Personal & Social Management

K

❑ **K.4.2.A.1 Recognize that everyone is special, unique, and able to succeed** (i.e., families, interests, talents, feelings, desires).

❑ **K.4.2.A.2a Identify examples of simple, realistic goals for healthy living that are short term** (e.g., bringing a healthy snack, helping a friend, playing actively as a group at recess...) **and long term** (e.g., running faster, increasing strength, developing a healthy heart, having no cavities...).

❑ **K.4.2.A.2b List ways to show personal responsibility at home and school** (e.g., keep room tidy, put away belongings, follow directions, practise daily health habits, complete homework, respect others, play safely, learn to set boundaries, ask for help, offer to help...).

❑ **K.4.2.A.3 Discuss the concept of consequences** (e.g., cause-and-effect relationships...) **of behaviours as part of the decision-making/problem-solving process for health and well-being** (e.g., touching a very hot surface will cause burns...).

❑ **K.4.2.B.1a Identify responsible and respectful behaviours** (e.g., following directions, completing tasks, being honest, displaying etiquette, playing fairly, cooperating, sharing, keeping promises, speaking kindly...) **for developing positive relationships.**

❑ **K.4.2.B.1b Talk about similarities and differences** (e.g., likes/dislikes, cultural connections...) **of responses of self and responses of others related to situations involving sports/physical activities and/or social events.**

❑ **K.4.2.B.2a Identify positive communication skills** (e.g., focus on speaker, repeat back information, use appropriate body language, ask relevant questions, include everyone, disagree politely, show self-control, take turns, work cooperatively...) **for listening with attention in small-group settings.**

❑ **K.4.2.B.2b Identify situations** (e.g., carrying something heavy, contributing to a project...) **in which friends may be helpful and ways** (e.g., saying thank you, returning the favour...) **to show appreciation.**

❑ **K.4.2.C.1a Identify appropriate ways for sharing and expressing feelings and emotions related to different situations** (e.g., cooperative-type activities, competitive-type activities, at home, in public...).

❑ **K.4.2.C.1b Discuss ways** (e.g., show empathy when others are suffering, help rather than hurt or neglect others, respect rather than belittle, support and protect rather than dominate or ignore...) **to communicate with someone who is feeling different emotions** (e.g., sad, happy, hurt, angry...).

❑ **K.4.2.C.2 Identify and sort causes of anxiety or stress** (e.g., facing new and/or unfamiliar situations; feeling out of control; experiencing loud voices/noises, competition, disagreements, heights, performing in front of others; being apart from family; health problems...) **for self and others as they relate to school, home, and community.**

❑ **K.4.2.C.3 Identify feelings and emotions associated with anxiety** (e.g., feeling anxious, scared, nervous, timid...).

❑ **K.4.2.C.4a Discuss ways and activities** (e.g., play, deep breathing, progressive relaxation, family walk, talk with safe adult, healing circles...) **to reduce personal stress.**

S

❑ **S.4.1.A.1 ➠ Set simple short-term goals and participate in strategies for goal attainment** (e.g., running without stopping for one minute, listening attentively to the teacher reading a book, completing a task...).

❑ **S.4.2.A.2 List possible options and consequences for specific behaviours and/or health habits** (e.g., brushing your teeth...) **for the promotion of physically active and healthy lifestyles.**

❑ **S.4.2.A.3 Demonstrate appropriate behaviours for getting along with others** (e.g., wait for one's turn, share equipment, help others, invite others to play, show respect for individual differences...) **in partner activities.**

❑ **S.4.2.A.5 Explore ways to relax the mind and body** (e.g., progressive relaxation, deep-breathing exercises, visualization, quiet time, light cool-down activities...).

* 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).

5 Healthy Lifestyle Practices

K

❑ **K.5.2.A.1 Identify the daily habits and responsibilities for leading a physically active and healthy life** (e.g., self-regulation relative to practising daily health routines for cleanliness, rest, healthy eating, good posture...).

❑ **K.5.2.A.2 Identify common communicable diseases/illnesses/conditions** (e.g., colds, flu, pink-eye, head lice...) **in the classroom and home, and ways to prevent the spread of diseases/illnesses/conditions** (e.g., cover mouth when sneezing or coughing, wash hands regularly, share food appropriately, use own hair utensils and headwear...).

❑ **K.5.2.A.3 Assess personal dental care habits and identify ways to promote dental health for self and/or others.**

❑ **K.5.2.B.1 Identify the health benefits** (i.e., better health, posture, balance, self-esteem, healthy weight, stronger muscles and bones) **of participating in regular physical activity** (e.g., accumulating more than 60 minutes and up to several hours a day of physical activity...).

❑ **K.5.2.B.2 Identify opportunities** (e.g., during physical education class, recess, lunch hour, before/after school, on weekends...) **to be active daily, alone or with family and others.**

❑ **K.5.2.B.3 Identify how automation and information technology** (e.g., computers, video games, television, telecommunications...) **have an impact on participation in physical activity.**

❑ **K.5.2.C.1a Differentiate between "everyday" and "sometime" foods in *Canada's Food Guide to Healthy Eating.***

❑ **K.5.2.C.1b Identify the function of a variety of food groups for growth and development** (e.g., foods that help the body go, glow, and grow...).

❑ **K.5.2.C.2 Identify the need for daily food and fluid to support physical activity.**

❑ **K.5.2.E.1a Identify basic changes in growth and development from birth to childhood** (e.g., changes to teeth, brain, height, body weight, clothes size...).

❑ **K.5.2.E.1b Describe how living things produce their offspring and care for their young** (e.g., animal mating; providing food, warmth, shelter, and protection for babies; union of egg and sperm...).

❑ **K.5.2.E.1c Determine the differences and similarities between self and others** (e.g., body build, hair colour, eyes, skin colour, features, gender, body parts, fitness, interests, culture, beliefs and values...).

❑ **K.5.2.E.2a Describe how human beings express their emotions for people about whom they care** (e.g., showing love and affection by caring, sharing, being kind and gentle, speaking affectionately, hugging, kissing...).

❑ **K.5.2.E.3a Identify ways family or caregivers provide support and nurturing for personal growth and development** (e.g., provide food and warmth, express encouragement, listen attentively, provide advice, hugs...).

❑ **K.5.2.E.3c Discuss the responsibilities** (e.g., respect private spaces and private parts...) **associated with gender differences.**

S

❑ **S.5.2.A.1 Use a decision-making/problem-solving process, with guidance, to determine consequences of good and poor daily health habits.**

❑ **S.5.2.A.2 Record, with assistance, daily physical activities that are enjoyable for families to do.**

❑ **S.5.2.A.3a Sort/classify a variety of foods into the food groups according to *Canada's Food Guide to Healthy Eating.***

❑ **S.5.2.A.3b Choose foods for healthy breakfasts/snacks based on *Canada's Food Guide to Healthy Eating.***

❑ **S.5.2.A.5 Use appropriate language regarding private and sensitive issues** (e.g., no foul language, hurtful teasing, name calling, offensive gestures or signs...).

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)

Manitoba Education, Training and Youth
Éducation, Formation professionnelle et Jeunesse Manitoba