

Senior 1 – Physical Education/Health Education – Specific Learning Outcomes*

1 Movement

K

- ❑ **K.1.S1.A.1** Identify similarities and/or differences between characteristics of basic movement skills (e.g., striking...) as applied to different physical activities (e.g., wrist action in the tennis forehand stroke as compared to a badminton underhand clear...).
- ❑ **K.1.S1.B.1** Describe how movement skill patterns transfer from one activity to another (e.g., overhand throw and tennis serve...).
- ❑ **K.1.S1.B.2** Describe biomechanical principles (i.e., force, motion) related to projectiles and flight as applied in selected physical activity performance (e.g., 20° take-off angle in running long jump, 40° release angle for shot put...).
- ❑ **K.1.S1.B.3** Analyze movement concepts related to game strategies in team activities (e.g., space awareness and relationships as applied to person-to-person defence or zone defence...).
- ❑ **K.1.S1.C.1** Demonstrate an understanding of the rules (e.g., lost serve for serving faults in volleyball...) and etiquette (e.g., no noise during a foul shot in basketball or while a golfer is teeing off, shaking hands...) associated with selected sports and games.
- ❑ **K.1.S1.C.2** Apply the terminology associated with the skills and rules for selected team activities/sports (e.g., in-turn/out-turn in curling, travelling/double dribble in basketball...).
- ❑ **K.1.S1.C.3** Describe the basic strategies employed in specific games and sports, including individual and team activities (e.g., pacing in running, varying placement of service...).
- ❑ **K.1.S1.C.4** Identify the impact on youth of unethical issues (e.g., use of performance-enhancing substances, involvement of gambling in sports, female/male-only sports teams...) in sport as represented in the media.

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- ❑ **S.1.S1.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** 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** 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.S1.B.1** Apply and adapt activity-specific movement skills (e.g., serving...) in physical activities, including individual/dual games/sports (e.g., badminton, tennis...).
- ❑ **S.1.S1.B.2** Apply and adapt activity-specific movement skills (e.g., sending a pass, receiving a pass...) in physical activities, including group/team-type activities (e.g., ultimate, rugby, touch football, team handball...).
- ❑ **S.1.S1.B.3** Perform various officiating duties (e.g., refereeing, scorekeeping, timekeeping, making line calls for "out of bounds"...), related to a particular physical activity/sport, including the use of hand signals where applicable (e.g., signals for side out, foot fault, net ball in volleyball...).
- ❑ **S.1.S1.C.1** Apply and adapt selected activity-specific skills (e.g., gripping, hanging, carrying...) required in alternative pursuits (e.g., wall climbing, backpacking...) indigenous to the selected geographic area.
- ❑ **S.1.S1.D.1** 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 (e.g., traditional dance, jig, modern dance...) in a variety of rhythmic activities (e.g., exercise to music, jazz gymnastics, folk dances...).

* 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
- ❑ Acquisition Stage (grade-specific learning outcome)
- ➔ Maintenance Stage (learning outcome from a previous grade)

2 Fitness Management

K

- ❑ **K.2.S1.A.1** Identify the skill-related fitness components (e.g., balance, agility, power, reaction time, speed, coordination...) and relate their importance to sport/physical activity performance (e.g., reaction time in goalkeeping...).
- ❑ **K.2.S1.B.1** Differentiate between the benefits of active living and physical fitness development, based on a health and fitness continuum (e.g., mild activity for health benefits, moderate to vigorous activity for fitness benefits...).
- ❑ **K.2.S1.C.1a** Explain the structure of skeletal muscle (i.e., belly, bundle, fibre, myofibril) as it relates to muscular development.
- ❑ **K.2.S1.C.1b** Explain the structure of fibre types (i.e., slow-twitch, fast-twitch) as they relate to muscular development.
- ❑ **K.2.S1.C.1c** Identify types of strength exercises (i.e., isometric, dynamic) and stretching exercises (i.e., static, ballistic, passive) for personal fitness development (i.e., strength, endurance, range of motion).
- ❑ **K.2.S1.C.2** Describe the principles of training and conditioning for physical activities (i.e., progressive overload, specificity, reversibility, regularity, individual variability, starting point).
- ❑ **K.2.S1.C.3** Design and implement effective warm-up and cool-down routines for specific team-related physical activities (e.g., volleyball, soccer, rugby...).
- ❑ **K.2.S1.C.4** Identify the factors related to health and fitness development (e.g., health benefit, physical attributes, interpersonal interaction, influence of family, availability of facilities/equipment, competition, cooperation, personal success, time management...) that affect choices of physical activities for self and others.

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- ❑ **S.2.S1.A.1a** Participate in physical activities at a level that contributes to the goals of an individualized fitness plan.
- ❑ **S.2.S1.A.1b** Participate in planned and self-directed activities that maintain heart-rate levels in various zones (e.g., general health, basic fitness, healthy heart...).
- ❑ **S.2.S1.A.2** Demonstrate use of heart-rate monitoring (e.g., pulse points, heart monitors, software programs...) to compare exertion level in a variety of activities.
- ❑ **S.2.S1.A.3a** Assess the level of ability in one or more skill-related components (e.g., balance, agility, power, reaction time, speed, coordination...) of physical fitness.
- ❑ **S.2.S1.A.3b** Analyze own fitness test results (e.g., using information technology...) to establish personal fitness goals.

3 Safety

K

- ❑ **K.3.S1.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.S1.A.2** Identify the common injuries (e.g., back injuries, knee injuries...) that may occur in personal fitness programming and how they can be prevented (e.g., using proper stretching techniques...).
- ❑ **K.3.S1.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** 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.S1.A.5a** ➔ **K.3.S1.A.5a** Investigate potential safety risks inherent in selected alternative pursuits (e.g., climbing walls, in-line skating, downhill skiing, activities on ice...).
- ❑ **K.3.S1.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.S1.B.1** ➔ **K.3.S1.B.1** Evaluate the effectiveness of laws and policies that promote personal and community safety (e.g., driving age, drinking/driving, boating, domestic violence, vandalism, shaken baby syndrome...).
- ❑ **K.3.S1.B.3** Demonstrate an understanding of basic first aid (e.g., emergency scene management: check airway, breathing, circulation...) and precautions for handling body fluids (e.g., wear latex gloves, face shield/mask; handle sharp objects with extra care...).

4 Personal & Social Management

K

- ❑ **K.3.8.B.4** ➔ **K.3.S1.B.4** Demonstrate the ability to access valid health information and health-promoting products and services available in the community (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism; youth advocates, helplines, school/community counselling programs, friendship centres, ombudsperson, the Internet...).
- ❑ **K.3.S1.B.5a** Analyze issues related to violence prevention in a variety of contexts (i.e., home, school, community, media, sport, relationships).
- ❑ **K.3.S1.B.5b** Demonstrate an understanding of the skills (i.e., problem solving, anger management, communication, conflict resolution, assertiveness) in dealing with case scenarios related to physically, verbally, and emotionally abusive situations.
- ❑ **K.3.S1.B.6a** Differentiate among the terms associated with abusive situations (i.e., physical abuse, verbal abuse, emotional abuse, sexual abuse, harassment, sexual exploitation).
- ❑ **K.3.S1.B.6b** Identify skills (e.g., assertiveness, problem solving...) and community resources for addressing problems associated with sexually abusive behaviours.

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- ❑ **S.3.S1.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.S1.A.2** Demonstrate the skills required to administer basic first aid (e.g., emergency scene management, seeking help, treating minor injuries, applying precautions for handling body fluids...).

5 Healthy Lifestyle Practices

K

- ❑ **K.5.S1.D.1** Explain the meaning of addiction (i.e., gambling) and substance dependence (e.g., alcoholism, nicotine, street drugs...) and the possible effects on self and/or others.
- ❑ **K.5.S1.D.2** Examine the use and abuse of substances (e.g., caffeine, alcohol, tobacco, other stimulants and depressants, inhalants, hallucinogens, street drugs...) and potential consequences on personal health and well-being (e.g., cause behavioural changes; create social problems; cause fetal alcohol syndrome and/or fetal alcohol effects; cause reactions to drug interactions; affect self-esteem; has medical implications; may result in dependency or addiction; may affect financial status; create ethical concerns; can cause body harm or death in case of a drug overdose; may increase sexual activity; may cure or provide relief for patient...).
- ❑ **K.5.S1.E.1** Identify community agencies and resources available to support (e.g., addictions counselling services...) the prevention of substance use and abuse.
- ❑ **K.5.S1.E.1a** Review the anatomy and physiology of the reproductive system of human beings.
- ❑ **K.5.S1.E.1b** Describe the potential consequences and risks associated with sexual behaviour (e.g., unplanned pregnancy, STIs, HIV, AIDS...) and different types of contraceptive methods (e.g., abstinence, use of condoms, foam, the pill, diaphragm, intrauterine device...).
- ❑ **K.5.S1.E.1c** Describe responsible behaviours for a healthy pregnancy (e.g., receive prenatal care; avoid use of alcohol, tobacco, and other harmful drugs; consume nutritious foods and fluids; have regular medical checkups; avoid sexual intercourse with infected partners...).
- ❑ **K.5.S1.E.2a** Identify the components for building and maintaining healthy, close relationships (e.g., effective communication and decision-making skills, respect, trust, love...).
- ❑ **K.5.S1.E.2b** Examine the psychological implications of sexual activity and teenage pregnancy (e.g., hurt feelings, increased responsibility, loss of reputation...) and responsibilities regarding prevention (e.g., discuss decision with parents/religious leaders/doctor, abstain, communicate with partner, obtain contraception...).
- ❑ **K.5.S1.E.3a** Describe social factors affecting human sexuality (e.g., culture, religious values, stereotyping, role models, media influence, body image, sexual orientation...).
- ❑ **K.5.S1.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** 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.S1.E.4a** Examine behaviours that may decrease the risk of contracting HIV (e.g., practising abstinence, using condoms...), and behaviours that increase the risk of contracting HIV (e.g., having intercourse with infected persons, using contaminated needles, using or handling body fluids, giving birth once infected...).
- ❑ **K.5.S1.E.4b** Describe the symptoms of, effects of, and treatments for the most common sexually transmitted infections (e.g., gonorrhea, chlamydia, syphilis, herpes...).

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- ❑ **S.5.S1.A.4** Apply problem-solving strategies to respond appropriately to issues related to substance use and/or abuse (e.g., over-the-counter drugs, tobacco, alcohol, street drugs, hallucinogens, inhalants...).
- ❑ **S.5.S1.A.5** Apply a decision-making process in case scenarios related to developing healthy relationships and responsible sexual behaviours (e.g., abstinence, no exploitation of others, safer sex to prevent pregnancy and STIs...).