Grade 2 Cluster of Learning Outcomes*

**Targeted Learning Outcomes**

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...). (Lesson 1–Part 2)

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...). (Lesson 1–Part 1)

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...). (Lesson 2)

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...). (Lesson 3–Part 1)

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...). (Lesson 3–Part 2)

K.5.2.E.3c Discuss the responsibilities (e.g., respect private spaces and private parts...) associated with gender differences. (Lesson 4–Part 1)

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...). (Lesson 4–Part 2)

**Related Learning Outcomes**

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. (Lesson 4–Part 1)

K.4.2.A.1 Recognize that everyone is special, unique, and able to succeed (i.e., families, interests, talents, feelings, desires). (Lesson 2)

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...). (Lesson 3–Part 2; Lesson 4–Part 1)

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. (Lesson 3–Part 1; Lesson 4–Part 1)

K.4.2.B.1b Talk about similarities and differences (e.g., likes/dislikes, cultural connections...) of responses of self and responses of others involving sports/physical activities and/or social events. (Lesson 2)

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...). (Lesson 3–Part 1)

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. (Lesson 4–Part 2)

K.4.2.C.3 Identify feelings and emotions associated with anxiety (e.g., feeling anxious, scared, nervous, timid...). (Lesson 4–Part 2)

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. (Lesson 4–Part 2)

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. (Lesson 4–Part 2)

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...). (Lesson 4–Part 2)

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...). (Lesson 4–Part 1)

---

*The student learning outcomes are identified in Kindergarten to Senior 4 Physical Education/Health Education: Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles (Manitoba Education and Training).*

(continued)