



Grade 1 Physical Education Pilot

ENGLISH Program

Discipline Overview

The Kindergarten to Grade 12 Physical and Health Education (PHE) curriculum is designed on the foundations of physical and health literacy. It is designed to support learners along their physical and health literacy journey from Kindergarten to Grade 12, building unique ways of knowing, being and doing as they progress across the grades.

Physical Literacy is the competencies and associated confidence, motivation, knowledge, and understanding to value and participate in movement for life.

Health Literacy is the knowledge and competencies which enable one to value and promote the health and well-being of oneself, others, and the community.

In Manitoba, the K to 12 PHE curriculum is organized around six enduring understandings:

- **Physical education:** Movement, Health-related Fitness, Active Participation
- **Health education:** Healthy Self, Healthy Relationships, Healthy Communities

Physical education includes learning experiences that provide learners the opportunity to develop their competence, confidence and motivation to be active now and in the future by discovering new movement activities, building foundational movement skills, and connecting with others and their community. By developing an understanding of the body and physical health, learners will be involved in movement, plan for activity and create goals that will guide them on their physical literacy journey.

Health education includes learning experiences to develop the following health skills:

- Build functional knowledge
- Analyze influences
- Access valid and reliable resources
- Use interpersonal communication
- Make health-promoting decisions
- Set health goals
- Practice health-promoting behaviours
- Advocate for self and others



Health education includes learning experiences that are focused on making informed decisions for oneself, with others and in consideration of others for a balanced life. The focus on wholistic health and well-being (physical, mental, emotional, spiritual) as well as the dimensions of health (cultural, environmental, intellectual, social, sexual, occupational, financial) will allow learners to thrive in an ever-changing world and make a positive impact in the community as they develop healthy relationships with themselves, one another and their environment.

Physical education and health education are presented as two separate, yet interconnected curriculums to support curriculum implementation in local contexts. While the disciplines can be delivered separately, the learning outcomes have been designed to encourage cross-curricular learning experiences. This promotes the development of essential skills and understandings within all the global competencies, specifically connection to self, citizenship, and critical thinking.

Course Overview

Grade 1 learners will participate in a variety of movement activities (including play and games, recreation, performing arts, activities of daily living, sport, and vocation) in different physical contexts (land, water, air, ice, and snow) and socio-cultural contexts as they begin developing movement skills and tactical awareness. They will develop an understanding of the benefits and importance of movement for health and well-being as well as personal reasons that contribute to their enjoyment of movement. The impacts of technology on movement participation will also be explored. Learners will investigate ways to increase and decrease exertion and learn ways to deal with failure as they develop skills and participate in activities in the community. They will develop an understanding of rules, fair play, and safety/risk as they participate individually and in groups. Learners will begin to develop more independence and take on different roles in games and play. They will further develop their relationship with the Land and experience movement that reflects First Nations, Inuit, and Métis cultures and traditions.

Global Competencies in Physical Education



Critical Thinking

Critical thinking in physical education involves gathering information to make movement decisions that will create safe, respectful, and successful movement experiences for all, as well as reflecting on personal movement to continue the development of competence, confidence and motivation.

Learners

- examine how family, community, values and beliefs influence movement and physical activity, behaviours, relationships and/or decisions.
- evaluate movement and physical activity perspectives for bias, reliability, and relevance.
- analyze movement using criteria and evidence.
- reflect on movement feedback from multiple sources.
- ask questions, develop solutions, and make decisions about movement and safe, respectful participation.
- actively assess and manage the level of risk during movement activities.
- weigh various factors such as adequate safety, choice, enjoyment, self-expression, and appropriate level of challenge to determine if activities are appropriate for them.



Creativity

Creativity in physical education involves taking risks, trying new activities, finding new ways to move, and learning how to persevere when met with challenges.

Learners

- show a willingness to take risks as they develop competence and confidence in a variety of movement experiences.
- demonstrate curiosity by exploring new meaningful movement opportunities (through technology, with the Land, through self-expression, etc.).
- use tactical awareness to make adaptations in movement activities.
- negotiate decisions with teammates.
- create movement activities in a variety of unique and innovative ways to advance an idea, experience, or goal.
- make mistakes, adjust, and adapt to develop competence and confidence in a variety of movement experiences.
- reflect, persevere, and build resilience in response to challenges and obstacles, using feedback to increase success or enjoyment.



Citizenship

Citizenship in physical education involves participation, empathy, and ethical decision-making by learning about oneself and others, being open to diverse movement activities, and creating inclusive, respectful experiences for all.

Learners

- understand their own motivation, capabilities, and perspectives in movement experiences.
- recognize discrimination, principles of equity and human rights in movement experiences and contexts.
- explore the interconnectedness of self, others, and the natural world.
- seek out diverse cultural, traditional, and accessible movement experiences.
- empathize with others' motivations, capabilities, and comfort levels with various movement activities.
- interact with others who have different attitudes, approaches to movement, unique barriers, or diverse worldviews to create a responsible, respectful, and inclusive environment.
- make decisions that benefit community health and well-being.
- work with others to create equitable experiences that support diversity*, inclusion, and human rights.
- make ethical choices to promote a healthy community and sustainable outcomes for the natural world.



Connection to Self

Connection to self in physical education involves discovering and planning movement activities that reflect one's interests and identity and supports the development of, and reflection on, one's personal movement goals along their physical literacy journey.

Learners

- recognize personal interests, strengths, gifts, and challenges to choose movement activities that are personally motivating and enjoyable.
- choose physical activities that reflect their identity, culture, community, and respect the Land.
- understand and use strategies to support self-regulation and well-being while participating in movement activities.
- reflect on movement experiences, effort, and others' feedback to overcome movement challenges and to achieve greater enjoyment.

* culture, ethnicity, race, gender, ability, languages, values, beliefs, appearance, roles, interests, attractions, age, family structure, neurodiversity, social and economic status, geographic location, physical/mental health or conditions

- set movement goals that enhance well-being, encourage self-exploration, and recognize individual strengths, needs, and challenges.
- plan movement experiences that increase motivation, confidence, and competence.
- persevere when overcoming obstacles and challenges during movement experiences.
- adapt to different roles and new movement experiences.
- recognize and embrace their role in being active throughout life to support well-being and well-becoming.



Collaboration

Collaboration in physical education involves working together within diverse* groups to create positive physical spaces where everyone can participate and contribute toward group movement goals.

Learners

- interact positively and constructively with diverse* groups of people in a variety of physical environments.
- build skills by observing and engaging with others through movement.
- create a sense of belonging, trust, and inclusion in physical spaces with others through listening, understanding, empathy, and encouragement.
- communicate, compromise, adapt, share responsibility, solve conflicts, and support each other with mutual respect.
- co-construct rules, roles, and norms and adapt as appropriate.
- recognize the contributions of others and understand their role in pursuing group movement goals using the unique set of talents, knowledge, experiences, and skills found within the group.



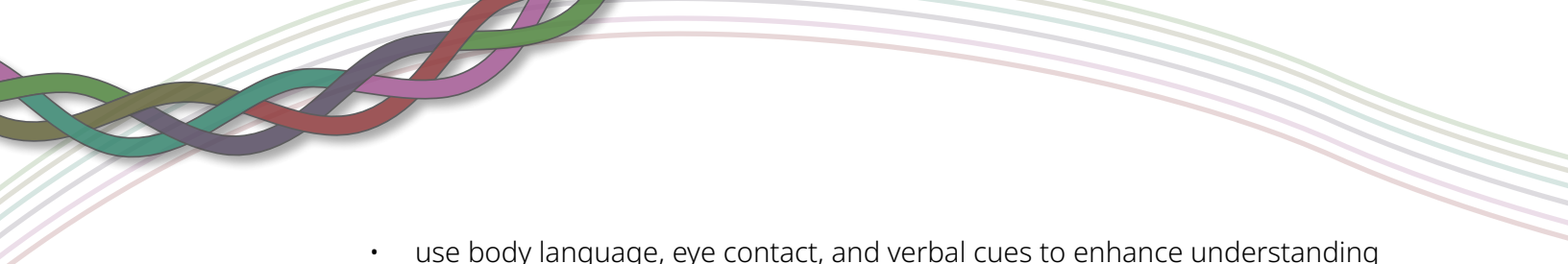
Communication

Communication in physical education involves interacting with others in a variety of ways (verbally, non-verbally) to share ideas and gain an understanding to build healthy relationships.

Learners

- use their body, eye contact, and verbal cues to express thoughts and feelings.
- thoughtfully consider audience, purpose, context, and methods to effectively share movement experiences and ideas.
- understand how words and actions shape others' perceptions of who they are.

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- use body language, eye contact, and verbal cues to enhance understanding when receiving messages.
 - listen empathetically and ask questions to clarify one's understanding during movement experiences.
 - recognize how movement in a variety of contexts can impact their perception and motivation to participate.
 - build relationships, deepen understanding and overcome challenges through meaningful interactions using inclusive, respectful language, and correct terminology.
 - value how healthy communication strengthens community movement experiences.

Enduring Understandings in Physical Education

Movement

Physical education builds learners' motivation, confidence and competence for lifelong movement through their participation in a variety of physical activities across diverse physical and social environments.

Health-related Fitness

Physical education provides the knowledge, understanding and skills for learners to identify achievable, health-enhancing fitness goals for a healthy and active life.

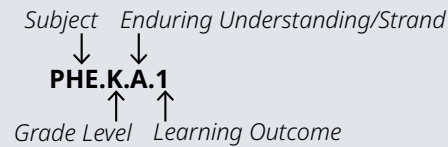
Active Participation

Physical education fosters the learners' discovery of meaningful, lifelong physical activity participation that is responsible and respectful in the community and with the environment.

Learning Outcomes

Legend: *including* = mandatory content
e.g., = suggestions for learning

Learning Outcome Key



Strand A: Movement

Foundational Movement Skills, Patterns, and Experiences

- PHE.1.A.1** **Experience a variety of foundational locomotor, manipulation and balance skills in various movement activities** (including play and games, recreation, performing arts, sport, activities of daily living, vocation) **and physical environments** (e.g., land, water, air, ice, snow).
- PHE.1.A.2** **Experience movement activities** (e.g., low organized games where players can be seated, play with one hand/leg, use adapted rules and/or equipment, use PE equipment that reflects mobility devices, use a non-traditional field of play, use textured boundaries, use only words or no words, use backwards movements, etc.) **that are inclusive of all abilities.**
- PHE.1.A.3** **Participate in movement activities that are inclusive of Indigenous cultures and diverse socio-cultural contexts** (e.g., genders, abilities, ages, interests, cultures, etc.).
- PHE.1.A.4** **Experience self-expression by using or creating movement** (e.g., creative, social, folk, cultural, world, line, etc.) **which follows music or has background music.**

Movement Concepts and Tactical Awareness

- PHE.1.A.5** **Experience elements of body, effort, space and relationships with objects and people in a variety of movement activities.**
- PHE.1.A.6** **Experience a variety of games** (e.g., zone, net/wall, striking/fielding, target) **that develop tactical awareness** (e.g., read, respond, react, recover).

Movement Preparation

- PHE.1.A.7** **Experience movement preparation activities that involve foundational movement patterns** (e.g., squat, hip hinge, lunge, press, pull, carry, rotation) **with a variety of movement characteristics** (e.g., directions, speeds, resistances) **to increase competence, build confidence, reduce the risk of injury and prepare the body for upcoming movement.**



Strand B: Health-related Fitness

Knowledge and Understandings

- PHE.1.B.1 Explore the connection and importance of movement activity participation to health and well-being** (e.g., better posture, balance and sleep; prevent illness and injury; stronger muscles, bones and heart; improve brain function, mood, self-esteem and relationships; connection to the Land/nature/culture, etc.).
- PHE.1.B.2 Explore the impact of technology on health, well-being and movement activities** (including e-bikes/e-scooters, excessive screen time as well as ways technology benefits health).
- PHE.1.B.3 Recognize how the body responds to movement activities** (e.g., increase in sweat, breathing rate, heart rate, focus, body heat and thirst; feel good and/or tired; muscles feel sore; face is flushed; etc.) **including signs of overexertion** (e.g., dizziness, sick to stomach, can't catch breath, pain, cramp, etc.) **and strategies to recover** (e.g., rest, slow down, control breathing, etc.).

Strand C: Active Participation

Motivation

- PHE.1.C.1 Identify personal reasons to participate in daily movement activities** (e.g., fun, learn new skills, find personal interests, interact with friends and family, improve health and well-being, connection to culture/the Land, etc.) **and factors** (e.g., choice of activities, opportunity to participate fully, safe space, positive relationships with adults and classmates, encouragement, connection to culture/the Land, accessibility of activity and facilities, etc.) **that contribute to fun and enjoyment.**
- PHE.1.C.2 Explore ways to deal with failure** (e.g., controlling emotions, create a plan for moving forward, appreciate and reflect on mistakes, problem-solve, reframe thoughts, etc.) **through movement activities that provide a personal level of challenge.**

Respectful Participation

- PHE.1.C.3 Demonstrate how to respectfully and safely participate in movement activities** (e.g., individual, small groups, large groups, with and without equipment) **and environments** (e.g., inside and outside, small and large space, with nature) **to encourage participation for all.**
- PHE.1.C.4 Demonstrate an understanding of basic rules** (e.g., taking turns, sharing equipment and space, listening to instruction and feedback, following safety protocols, etc.) **and principles of fair play** (e.g., follow rules, respect for others, include everyone, keep it fun, learn to handle successes and failures, etc.) **during movement activities.**

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- PHE.1.C.5 Practice expressing thoughts and feelings before, during and after movement activities.**
- PHE.1.C.6 Practice self-regulation and/or co-regulation** (e.g., regulate emotional expression, control attention and impulses, manage conflict, focus on tasks, etc.) **during movement activities** (including new and challenging activities).
- PHE.1.C.7 Develop independence during movement activities** (including following directions and rules, using space and equipment appropriately, setting-up and managing own games, accepting teacher feedback).

Movement Enriched Schools and Communities

- PHE.1.C.8 Experience multiple roles** (e.g., tagger, line leader, goaltender, attacker/defender, helper, etc.) **during movement activities that present different challenges and responsibilities.**
- PHE.1.C.9 Develop a reciprocal and respectful relationship with the Land** (e.g., learning the history of the Land, learning about local plants and animals, participating in sustainable practices, expressing gratitude for all the Land provides, etc.).
- PHE.1.C.10 Experience movement** (e.g., skills, dances, sports, games, land-based learning, etc.) **that reflects First Nations, Inuit and Métis cultures, traditions and a relationship with the Land.**
- PHE.1.C.11 Explore movement opportunities within the community** (e.g., active transport, playground, on-ice, walking and bike paths, etc.) **during each season and different types of weather.**

Healthy Risk

- PHE.1.C.12 Identify risks found in the school** (e.g., classroom, playground, gym, etc.) **and factors** (e.g., environment, ability, skill level, interest, social, etc.) **that influence one's comfort level for participation in movement activities.**
- PHE.1.C.13 Explore ways to manage risk** (including hazard detection, immediate risks, and the use of helmets and safety equipment) **during movement activities** (including bikes/e-bikes and scooters/e-scooters) **and through risk-taking and explorative/adventurous play.**

Curriculum Implementation Resources

Curriculum implementation resources will include supplementary documents to support implementation. Feedback during the pilot phase will guide the development of the Curriculum Implementation Resources section.