

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

1	Movement	
K		
<p><input type="checkbox"/> K.1.1.A.1 Recognize the basic movement skills (i.e., transport, manipulation, balance) used in different physical activities.</p> <p><input type="checkbox"/> K.1.K.B.1 ➔ Discuss movement skill development as requiring good practice and patience in learning (e.g., to make and correct mistakes is part of the learning process; try, try again...).</p> <p><input type="checkbox"/> K.1.1.B.2 Show an understanding that balance is affected by the amount of force (i.e., speed, weight) and body position (i.e., bent knees, feet apart in direction of movement, arms spread) in stopping and landing activities (e.g., stops and starts, jumping from low heights, movement exploration...).</p> <p><input type="checkbox"/> K.1.1.B.3a Recognize the terms associated with moving in various directions (i.e., forward, backward, up, down, sideways) and at different levels (i.e., high, middle, low).</p> <p><input type="checkbox"/> K.1.1.B.3b Recognize terms describing different body shapes (i.e., curled, stretched, narrow, wide, twisted).</p> <p><input type="checkbox"/> K.1.1.B.3c Recognize time (e.g., fast or slow...), force (e.g., strong or light...), and flow (e.g., free and bound...) as qualities of effort in movement.</p> <p><input type="checkbox"/> K.1.1.B.3d Recognize terms for moving in relation to others (i.e., lead, follow, chase, move with, flee, dodge).</p> <p><input type="checkbox"/> K.1.1.C.1 Demonstrate knowledge of fundamental rules (e.g., boundaries, safety...) used in simple games and activities (e.g., partner tag games...) designed by self or others.</p> <p><input type="checkbox"/> K.1.1.C.3 Identify the factors (i.e., target distance, size of target, weight or shape of projectile) affecting the level of difficulty of target games/activities.</p> <p><input type="checkbox"/> K.1.1.C.4 Discuss the meaning of sharing, honesty, respect, and other social behaviours related to physical activity participation (e.g., honesty means acknowledging that you have been tagged in a tag game...).</p>		
S		
<p><input type="checkbox"/> S.1.1.A.1 Demonstrate the basic transport skills (i.e., running, hopping, galloping, jumping) in a variety of movement experiences (e.g., run/hop around a hoop, jump consecutively in a forward direction...).</p> <p><input type="checkbox"/> S.1.1.A.2 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) in a variety of simple movement experiences (e.g., roll a ball to a partner; toss a ball and catch it before it bounces twice; kick a stationary ball...).</p> <p><input type="checkbox"/> S.1.1.A.3 Explore static and/or dynamic balance, using different movement concepts (e.g., using different shapes, levels, body parts...).</p> <p><input type="checkbox"/> S.1.K.B.1 ➔ Explore basic movement skills (i.e., transport, manipulation, balance) and concepts (i.e., body awareness, space awareness) in simple individual/dual activities (e.g., use transport skills while moving in relation with another student as in “follow the leader”...).</p> <p><input type="checkbox"/> S.1.K.B.2 ➔ Explore basic movement skills (i.e., transport, manipulation, balance) and concepts (i.e., body awareness, space awareness) in simple group activities (e.g., chasing/fleeing-type games...).</p> <p><input type="checkbox"/> 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., hopscootch, rope skipping, snow soccer, tabloids, cultural theme days, Aboriginal games...).</p> <p><input type="checkbox"/> S.1.1.D.1 Demonstrate transport skills (e.g., running, hopping, sliding/galloping, jumping...), applying movement concepts (i.e., body and space awareness) while responding to a variety of stimuli (e.g., beat of a drum, music, action words, poem...).</p> <p><input type="checkbox"/> S.1.K.D.2 ➔ Explore the gymnastic movement patterns (e.g., landings, statics, springs, rotations, locomotion, swings...) in activities using large and/or small apparatus (e.g., educational gymnastics, rhythmic sportive gymnastics...).</p>		

2	Fitness Management	
K		
<p><input type="checkbox"/> K.2.1.B.1 Recognize that vigorous physical activity is important for health and fitness development (i.e., vigorous aerobic activity makes the heart, muscles, bones stronger).</p> <p><input type="checkbox"/> 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).</p> <p><input type="checkbox"/> 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).</p>		
S		
<p><input type="checkbox"/> S.2.1.A.1a Participate in a wide variety of physical activities using basic movement skills (i.e., transport, manipulation, balance) that contribute to skill/fitness development and enjoyment.</p> <p><input type="checkbox"/> S.2.1.A.1b Sustain participation in moderate to vigorous activity to experience physical changes in the body.</p>		

3	Safety	
K		
<p><input type="checkbox"/> K.3.K.A.1 ➔ Recognize safe and controlled movement while participating in physical activity (e.g., stop and start on signal, move without interfering with others, enter and exit in a safe manner, land softly...).</p> <p><input type="checkbox"/> K.3.1.A.2 Identify how weather conditions may affect safe exercising (e.g., ice/rain makes a running surface slippery, hot weather requires fluid replacement, danger of frostbite...).</p> <p><input type="checkbox"/> K.3.1.A.3 Recognize the importance of proper, secure footwear (e.g., for keeping feet and ankles safe, warm, dry, and comfortable...) in physical activity on different surfaces (e.g., gymnasium floor, icy or wet surfaces, balance beams, climbing frames, mats...).</p> <p><input type="checkbox"/> K.3.1.A.4 Show an understanding of the general rules for safe use of equipment (e.g., distributing, setting up, reporting unsafe conditions and situations, putting away...) and facilities (e.g., boundaries, special rules pertaining to a facility...) for selected activities (e.g., ball activities, circuits...).</p> <p><input type="checkbox"/> K.3.1.A.5a Identify common playground and physical activity hazards at school (e.g., on playing surfaces, slides, swings, ditches, parking lots...).</p> <p><input type="checkbox"/> K.3.1.B.1 Identify potential safety risks in community related to toys, clothing, road and vehicles, bus ridership, unsupervised situations, fire/burns (e.g., lack of smoke detectors, matches, lighters, candles, cigarettes...), and holidays (e.g., Hallowe’en, Christmas, Hanukkah...), and ways to avoid injury.</p> <p><input type="checkbox"/> K.3.1.B.2 Identify unsafe situations related to the environment (i.e., forest fires, floods, tornadoes, lightning) and safety rules for own protection.</p> <p><input type="checkbox"/> K.3.K.B.3 ➔ Identify practices (i.e., follow rules and instructions, play in supervised areas, dress appropriately) to prevent injuries related to indoor and outdoor play (e.g., sunburn, frostbite, burns, bruises, bumps, cuts...).</p> <p><input type="checkbox"/> 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...).</p> <p><input type="checkbox"/> K.3.1.B.5a Identify types of physical and verbal violence (e.g., hitting, bullying, biting, kicking, name calling...).</p> <p><input type="checkbox"/> K.3.1.B.5b Discuss ways to be safe away from home (e.g., stay away from unsafe situations, move quickly away from dangerous situations, ask for help, know your parents’ telephone numbers...).</p> <p><input type="checkbox"/> K.3.1.B.6a Identify unsafe situations (e.g., involves sexual exploitation, unsafe persons, unsafe Internet sites...) and safety rules for child protection (e.g., follow parents’ advice, never agree to go anywhere with a stranger, avoid walking alone, recognize and avoid enticements...).</p>		

S
<p><input type="checkbox"/> 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.</p>

4	Personal & Social Management	
K		
<p><input type="checkbox"/> K.4.1.A.1 Recognize positive attributes of self, family, and classmates (e.g., physical characteristics, abilities, qualities, culture, accomplishments, highlights...).</p> <p><input type="checkbox"/> K.4.1.A.2a Recognize that it takes time, effort, and cooperation to achieve simple individual tasks/goals (e.g., tying own shoelaces...) and group tasks/goals (e.g., deciding what to play in a group setting...).</p> <p><input type="checkbox"/> K.4.1.A.2b Discuss behaviours that demonstrate personal responsibility and irresponsibility in a classroom (e.g., paying attention versus disrupting, sharing versus monopolizing equipment, staying on task...).</p> <p><input type="checkbox"/> K.4.1.A.3 Identify initial steps (e.g., extending knowledge, stop and think, ask opinions of others, check rules, check options...) for making simple personal and/or guided decisions regarding home and classroom situations (e.g., follow class rules, use substances safely, wear protective equipment during play...).</p> <p><input type="checkbox"/> K.4.K.B.1a ➔ Identify examples of responsible social behaviours (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous...) for getting along with others in school and schoolyard.</p> <p><input type="checkbox"/> K.4.1.B.1b Discuss how feelings and experiences associated with participation in physical activities/sports, and/or social events can be the same or different from person to person (e.g., may feel excited, happy, angry, fearful, uncomfortable, frustrated...).</p> <p><input type="checkbox"/> K.4.1.B.2a Identify different ways (e.g., not interrupting, waiting for appropriate time, not hurting feelings of others, asking for a time out, avoiding tantrums...) of expressing feelings and emotions that contribute to getting along with others.</p> <p><input type="checkbox"/> K.4.1.B.2b Identify ways (e.g., show consideration, take turns, share equipment, help others, be inclusive, show respect...) to get along with others for developing healthy relationships.</p> <p><input type="checkbox"/> K.4.1.B.3a Identify what can happen when someone becomes angry (e.g., red face, tense muscles, loud voice, physical aggression...) and healthy ways to deal with anger (e.g., take time to think about it, talk to the person who made you angry, ask an adult for help, go for a supervised walk/run...).</p> <p><input type="checkbox"/> K.4.1.B.3b Identify several causes of conflicts that may occur in class or play situations (e.g., disagreeing over whom to play with, what to do, what to play with; not taking turns; not sharing; not being fair; wanting to be first...).</p> <p><input type="checkbox"/> K.4.1.B.3c Identify ways (e.g., be calm, seek adult help, take turns, follow rules, apologize...) to avoid or reduce potential conflict situations (i.e., in class, at play).</p> <p><input type="checkbox"/> K.4.1.B.4 Identify ways to exercise caution, avoidance, and/or refusal (e.g., look for danger symbol on labels, ask safe adult for help, say “no” and walk away...) in potentially dangerous situations.</p>		

S
<p><input type="checkbox"/> 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...).</p> <p><input type="checkbox"/> S.4.1.A.2 Demonstrate ways (e.g., ask a knowledgeable person, participate in discussion groups or brainstorming activities...) to expand knowledge (e.g., stop and think before reacting...) and explore different options for making informed and health-enhancing decisions.</p> <p><input type="checkbox"/> S.4.1.A.3 Demonstrate behaviours that show social responsibility (e.g., look after belongings, follow directions, encourage others, express feelings in an appropriate manner, work/play cooperatively with others...) in daily routines.</p> <p><input type="checkbox"/> S.4.1.A.4 Demonstrate ways (e.g., using “I” messages, compromising, admitting responsibility, saying “I’m sorry”...) to resolve conflict in a peaceful manner with limited teacher input.</p>

5	Healthy Lifestyle Practices	 
K		
<p><input type="checkbox"/> K.5.K.A.1 ➔ Identify daily habits for leading a physically active and healthy life (i.e., daily physical activity, healthy eating, adequate sleep and rest, effective dental and hygiene practices).</p> <p><input type="checkbox"/> K.5.1.A.3 Identify daily dental hygiene practices (e.g., regular brushing and flossing, healthy food choices...) for care of primary and permanent teeth.</p> <p><input type="checkbox"/> K.5.K.B.2 ➔ Identify physical activities that are enjoyable and fun through a variety of strategies (e.g., pictorial representations, mime, admit/exit slips...).</p> <p><input type="checkbox"/> K.5.K.B.3 ➔ Discuss how automation has an impact on daily physical activity (e.g., increased need for planned, daily physical activity due to overuse of video games, television, computers...).</p> <p><input type="checkbox"/> K.5.K.C.1a ➔ Recognize the food guide rainbow and a variety of foods in <i>Canada’s Food Guide to Healthy Eating</i> (CFGHE).</p> <p><input type="checkbox"/> K.5.K.C.1b ➔ Recognize that you need food to grow and feel good.</p> <p><input type="checkbox"/> K.5.1.D.1 Identify safe and unsafe substances found in the home, school, and community that can help (i.e., healthy foods and drink, medicinal products as prescribed by a doctor) or harm the body (i.e., food or medicinal products with a broken seal, foul-smelling substances, items with the poison symbol).</p>		
S		
<p><input type="checkbox"/> S.5.1.A.4 Demonstrate ways of exercising caution, avoidance, and/or refusal in case scenarios involving unknown substances (i.e., avoiding substances with a danger symbol, foods that cause allergies and opened Hallowe’en candy; taking proper dosage of prescribed medication).</p>		

- 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)

* 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).

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