

Grade 3 – Physical Education/Health Education – Specific Learning Outcomes*

1 Movement

K

- K.1.3.A.1** Show an understanding of how the movement patterns should be performed (e.g., opposite foot forward to throwing hand; two-foot take-off and landing in jumping...).
- 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.1.3.B.2** Recognize concepts relating to force (i.e., body alignment, application of force, addition of forces) in pulling, pushing, and carrying activities (e.g., carrying a mat together, rope-pulling...).
- K.1.3.B.3a** Design a movement sequence (e.g., run/jump/land/roll sequence...) incorporating directions, levels, pathways, and planes (e.g., creative gymnastics, hoop gymnastics...).
- K.1.3.B.3b** Balance objects (e.g., beanbags, balls...) using different body parts (e.g., hands, shoulders, foot...) while travelling alone and/or in partner activities.
- K.1.3.B.3c** Show an understanding of the qualities of speed (e.g., fast and slow...), force (e.g., strong and light...), and flow (e.g., free and bound...) in movement.
- K.1.3.B.3d** Show an understanding for mirroring and matching movements with a partner in a stationary position and/or while moving (e.g., “follow the leader”...).
- K.1.3.C.1** Show an understanding of fundamental rules used in individual or partner games and activities (e.g., make up a game and share it with a partner...).
- K.1.3.C.2** Recognize movement vocabulary (e.g., hop, skip, spin, deke, dodge, counter-clockwise...) when following directions related to simple games and activities (e.g., obstacle courses...).
- K.1.3.C.3** Recognize the basic concepts (e.g., invading, getting possession, keeping possession, scoring...) of simple territory/invasion games/activities.
- K.1.3.C.4** Demonstrate an understanding of how positive and negative social behaviours (e.g., sharing, showing respect, fairness, honesty, cheating, lying...) may affect the outcome of an activity.

S

- S.1.3.A.1** Demonstrate proficiency in basic transport skills (i.e., running, hopping, galloping, jumping, skipping).
- S.1.3.A.2** Demonstrate competency in basic manipulation skills (i.e., rolling, underhand and overhand throwing, catching, bouncing, striking, kicking, dribbling a ball using feet).
- S.1.3.A.3** Demonstrate competency in soft and balanced landings from developmentally appropriate heights (e.g., floor, bench, low beam, jumping box...).
- 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.1.3.D.1** Create rhythmic sequences using transport skills (e.g., walk, jump, step-hop, stamp, slide...) alone and/or with others (e.g., jump-rope activities, aerobics, creative movement...).
- 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.2.3.A.1** Discuss exercises and physical activities associated with health-related fitness components (e.g., running develops endurance of the heart, jumping activities develop muscular strength and endurance of the leg muscles...).
- K.2.3.B.1** Recognize that the body needs sustained or intermittent vigorous physical activity to improve the strength of the heart and lungs (e.g., running, skipping, cycling, swimming, soccer to accumulate at least 10 to 15 minutes of vigorous activity each day...).
- K.2.3.C.1a** Show an understanding of the location, size, and function of the heart (e.g., in the chest area, size of a fist, pumps blood...).
- K.2.3.C.1b** Identify short-term effects of exercise/physical activity on the body (e.g., pulse rate increases, shortness of breath, body temperature increases, perspiration occurs, fatigue sets in...).
- 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...).
- K.2.3.C.4** Identify personal factors (e.g., interests, personal success, previous experiences, type of activities, developmental rates...) that influence physical activity participation and build self-confidence.

S

- S.2.3.A.1a** Participate in exercises/activities that increase flexibility, muscular strength, and muscular endurance.
- S.2.3.A.1b** Maintain participation in moderate to vigorous activity that contributes to aerobic capacity for short (e.g., intermittent...) and longer periods of time (e.g., sustained...).
- 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.
- S.2.3.A.3a** Record participation in daily physical activities (e.g., at home, at school, in the community...) over a period of time (e.g., a week, a day...) to determine level of physical activity participation.

3 Safety

K

- K.3.3.A.1** Show an understanding of risk factors and safe practices associated with selected physical activities, including lead-up-type territory/invasion-type games (e.g., no body contact in lead-up games such as soccer, no slapshots or high-sticking in floor hockey...).
- K.3.3.A.2** Recognize appropriate body alignment during specific activities (e.g., lifting, carrying, pushing, pulling...).
- 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.3.3.B.1** Identify general safety procedures related to safety in the community (i.e., fire drills, stop/drop/roll, bus loading and evacuating, crosswalk procedures, wearing seatbelts, railway crossings, train tracks, firearms, wearing flotation devices).
- K.3.3.B.4** Recognize roles of individuals in school and community who provide safety services (e.g., school staff, crosswalk patrols, police officers, Block Parents, firefighters, doctors, nurses, elders, ski patrols, snowmobile patrols, forest rangers, coast guards...).

- K.3.3.B.5a** Identify examples of real violence (e.g., schoolyard fights, shaking baby, bullying...) and fictional violence (e.g., cartoons, movies, television wrestling, video games...) and their influence on well-being.
- K.3.3.B.5b** Identify strategies (e.g., say “no” assertively, seek adult help, choose good friends, follow safe routes home, communicate whereabouts, get away/stay away, conflict resolution skills...) to avoid being bullied in different case scenarios.
- K.3.3.B.6a** Identify ways to avoid dangerous and/or inappropriate situations for self and/or others in a variety of contexts (e.g., unwanted touching of the private parts, sex-related Internet sites, exploitative advertisements...).

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- 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.4.3.A.1** Identify the importance of showing consideration for self and others, and for individual differences (i.e., language, ideas, abilities, physical characteristics).
- K.4.3.A.2a** Differentiate between long-term goals (e.g., strong bones, class projects...) and short-term goals (e.g., meet recommended daily requirements of milk/milk products, daily homework assignments...).
- K.4.3.A.2b** Discuss how attributes (i.e., determination, being responsible, staying on task) and desires (i.e., willingness to help, motivation to participate or contribute) affect personal progress and achievement.
- K.4.3.A.3** Explore the steps in the decision-making/problem-solving process (e.g., define topic or issue, explore alternatives, check and consider health knowledge and values, identify possible solutions, decide, evaluate...).
- K.4.3.B.1a** Describe the behaviours (e.g., accepting everyone into the group, inviting others to play or participate, no put-downs, recognizing feelings of others...) that show respect for the abilities and feelings of others.
- K.4.3.B.1b** Talk about personal participation and responsibility in cooperative play and teamwork for appreciation of diversity (e.g., willingness to play and work with others, acceptance of individual differences, motivation to contribute, dealing with rejection...).
- K.4.3.B.2a** Identify appropriate and inappropriate ways (e.g., talking/crying, calm voice/loud voice, acceptable language/offensive language, cheering/booing...) of communicating emotions.
- K.4.3.B.2b** Recognize the importance (e.g., feeling of belonging, affiliation, learn from each other...) of friends and groups that are safe and dependable.
- K.4.3.B.3a** Recognize anger triggers for self and others (e.g., name calling, feeling inadequate, being reprimanded...), and strategies to reduce, control, or avoid anger (e.g., seek someone to talk to, take time out, participate in a diversion activity, engage in physical exercise...) in emotional situations.
- K.4.3.B.3b** Show an understanding of the steps in a conflict-resolution process (i.e., identify the goal; identify constraints, limiting conditions, and possible options; choose best option; evaluate for effectiveness).
- K.4.3.B.3c** Identify mediation skills (e.g., allow person to express opinions, summarize other person’s point of view, recognize feelings of others...) that can be used as part of the conflict-resolution process.
- K.4.3.B.4** Recognize verbal and non-verbal behaviours associated with assertiveness (e.g., saying “no” with a firm voice...).

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.4.3.A.2** Use the steps in the decision-making/problem-solving process, with emphasis on seeking relevant knowledge related to simple and everyday-living topics or issues (e.g., choosing to play an active, safe game at recess; including everyone in a game; following class rules...).

- S.4.3.A.3** Demonstrate behaviours (e.g., use appropriate body language, make encouraging remarks, ask questions, help others, include others in conversation or play...) that show respect for the abilities and feelings of others in small-group class activities.
- S.4.3.A.4** Demonstrate the use of mediation strategies as part of a conflict-resolution process in different case scenarios (e.g., recess play, class disagreements, calling own fouls in a game...).

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.5.3.D.1** Identify and describe the potential dangers associated with substance use (e.g., medicines, vitamins, tobacco, alcohol, solvents, gasoline, cleaning supplies, glue, street drugs...) in the community.
- K.5.3.D.2** Identify helpful and/or harmful substances (i.e., vitamins, medicines, tobacco, alcohol) and their effects on a healthy body (e.g., vitamins help build body tissues; medicines fight germs and/or reduce pain; nicotine in tobacco affects circulatory system and nervous system; first- and second-hand tobacco smoke affects lungs and may cause cancer; consuming or inhaling vapours from dangerous products harms the body or causes death...).
- K.5.3.D.3** Recognize the factors (e.g., peer pressure, media influence...) that can influence making decisions regarding substance use (i.e., smoking).

S

- S.5.3.A.4** Use avoidance and assertiveness skills (e.g., avoid taking medicines or non-medicinal products without supervision; do not touch or play with harmful substances such as poisons, medicines, cigarettes, solvents; say “no” to use of harmful substances...) in scenarios related to potentially dangerous situations.

- 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).