

This *Physical Education/Health Education (PE/HE) Planning Tool* has been developed to further support teachers in the delivery of the *Kindergarten to Grade 12 PE/HE Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles*.

The Planning Tool is intended to facilitate planning, assessment and reporting of student learning by:

1. Aligning all the current Kindergarten to Grade 10 PE/HE Student Learning Outcomes (SLOs) with each of the reporting categories of the Provincial Report Card in PE/HE (i.e. Movement, Fitness Management, Healthy Lifestyles as well as Learning Behaviours);
2. Clustering the PE/HE SLOs according to the principal curricular themes for each pair of grade levels (Kindergarten stands alone) identified in this planning tool as *Broad Areas of Learning*;
3. Identifying *Achievement Objectives*, another term adopted for this planning tool that summarize the knowledge, skills and attitudes students are expected to demonstrate in meeting the outcomes in each sub-cluster of SLOs;
4. Clustering of PE/HE SLOs that align with the Provincial Report Card's *Learning Behaviours* for developing social responsibility;
5. Providing a template for identifying learning resources according to the *Broad Areas of Learning* identified in the *Healthy Lifestyles* section of this planning tool.

Please note that the SLO clusters, the *Broad Areas of Learning* and the *Achievement Objectives* identified in this planning tool are suggestions for the purposes of this tool only and are not intended to distinguish between SLOs as to their relative importance. All SLOs from the *Framework of Outcomes* remain compulsory.

PE/HE Category: Movement
 The student acquires movement concepts and skills for safe and functional use in a variety of physical activities and environments.

Gr. 3-4 Broad Areas of Learning	Gr. 3-4 Achievement Objectives	Gr. 3 SLOs	Gr. 4 SLOs
Movement Development 3-4.Mvt.1 Functional use of basic transport, balance and manipulation skills in a variety of physical activities and settings.	Shows an understanding of the main characteristics of the mature basic movement skill patterns.	K13A1. Show an understanding of how the movement patterns should be performed.	K14A1. Show an understanding of the main characteristics of the mature patterns of the basic movement skills in self and in others.
		K13B1. Show an understanding that personal attitudes affect skill development and success.	K14B1. Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person.
	Uses basic movement skills and concepts in creating cooperative and low-competitive games.	S13B1. Use basic movement skills and concepts in creating cooperative and low-competitive games with partners and in small groups.	
	Demonstrates proficiency and functional use of basic movement skills in a variety of physical activities.	S13A2. Demonstrate proficiency in basic transport skills.	S14A1. Demonstrate proficiency in basic transport skills and other locomotors variations and extensions.
		S13A2. Demonstrate competency in basic manipulation skills.	S14A2. Demonstrate proficiency in selected manipulation skills in a variety of individual activities.
			S14B1. Demonstrate functional use of basic movement skills in sport-related lead-up individual/dual games and physical activities.

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Gr. 3-4 Broad Areas of Learning	Gr. 3-4 Achievement Objectives	Gr. 3 SLOs	Gr. 4 SLOs
		S13B2. Use basic movement skills and concepts in cooperative and low-competitive group games.	S14B2. Demonstrate functional use of basic movement skills in large-group/mass participation activities.
		S13C1. Demonstrate functional use of basic movement skills and equipment in outdoor activities and special events.	S14C1. Demonstrate functional use of basic movement skills in outdoor activities on the school grounds and special events.
Movement Understanding 3-4.Mvt.2 Use of basic movement concepts, rules and teamwork in movement sequencing and games.	Recognizes movement vocabulary and basic concepts related to simple games and activities.	K13C2. Recognize movement vocabulary when following directions related to simple games and activities.	K14C2. Recognize movement vocabulary when following directions related to simple games and activities.
		K13C3. Recognize the basic concepts of simple territory/invasion games/activities.	K14C3. Recognize the basic concepts of simple net/wall and striking/fielding games/activities.
	Shows an understanding of fundamental rules and fair-play while participating in games and activities.	K13C1. Show an understanding of fundamental rules used in individual or partner games and activities.	K14C1. Explain simple rules used in lead-up games and activities that are suitable for recess.
		K13C4. Demonstrate an understanding of how positive and negative social behaviours may affect the outcome of an activity.	K14C4. Identify the five fair-play ideals.
		S13B3. Set up and manage one's own games.	S14B3. Set up and manage one's own games.
	Demonstrates an understanding of the concepts related to the application of force and balance to objects in selected movement activities.	K13B2. Recognize concepts relating to force in pulling, pushing, and carrying activities.	K14B2. Show an understanding of the concepts of force and motion when receiving an object.

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		K13B3b. Balance objects using different body parts while travelling alone and in partner activities.	K14B3b. Show different ways to propel or move objects using different body parts.
	Demonstrates functional use of basic movement skills, applying movement concepts to rhythmic and gymnastic-type activities.	S13A3. Demonstrate competency in soft and balanced landings from developmentally appropriate heights.	S14A3. Demonstrate competency in static and dynamic balance on apparatus at a low level.
		S13D1. Create rhythmic sequences using transport skills alone and with others	S14D1. Demonstrate functional use of basic rhythmic steps and patterns, applying movement concepts alone and with others in a variety of rhythmic activities.
		S13D2. Demonstrate functional use of basic movement skills, applying movement concepts to gymnastic-type activities.	S14D2. Demonstrate functional use of basic movement skills using two or more gymnastic movement patterns in a gymnastic sequence/routine with small hand apparatus, or on large apparatus, alone or with others.
	Demonstrates an understanding of qualities of movement in designing movement sequences with a partner and in small groups.	K13B3a. Design a movement sequence incorporating directions, levels, pathways, and planes.	K14B3a. Recognize the qualities of space awareness in a variety of activities.
		K13B3c. Show an understanding of the qualities of speed, force and flow in movement.	K14B3c. Differentiate between qualities of effort in movement sequences performed by others.
		K13B3d. Show an understanding for mirroring and matching movements with a partner in a stationary position and/or while moving.	K14B3d. Identify characteristics that enhance choreography of movement sequences with a partner and in small groups.

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Gr. 3-4 Broad Areas of Learning	Gr. 3-4 Achievement Objectives	Gr. 3 SLOs	Gr. 4 SLOs
Physical Activity Risk Management 3-4.Mvt.3 Use of safe practices associated with participation and use of equipment in physical activities.	Shows an understanding of risk factors and safe practices associated with active participation and use of equipment in selected physical activities.	K33A1. Show an understanding of risk factors and safe practices associated with selected physical activities, including lead-up-type territorial/invasion-type games.	K34A1. Show an understanding of safe practices and risk factors associated with selected physical activities, including simple lead-up-type net/wall and striking/fielding-type games.
		K33A3. Identify the reasons for appropriate clothing and footwear for participation in physical activity.	K34A3. Identify the reasons for appropriate clothing and footwear for participation in physical activity.
		K33A4. Show an understanding of general and specific safety guidelines and behaviours that are appropriate for own age and ability.	K34A4. Show an understanding of general and specific safety guidelines and behaviours that are appropriate for own age and ability.
		S33A1. Follow simple rules and routines for safe, active participation and use of equipment in selected activities.	S34A1. Follow set rules and routines for safe participation and use of equipment in selected specific physical activities.
	Identifies the basic safety rules and practices for cycling and aquatic activities and other selected physical activity settings.	K33A5a. Identify the basic safety rules for selected physical activity settings.	K34A5a. Identify the basic safety rules for selected physical activity settings.
		K33A5b. Identify safety rules, signals, and practices to follow when riding a bicycle.	K34A5b. Identify water safety rules, hazards, and practices related to aquatic activities.

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PE/HE Category: Fitness Management

The student acquires fitness concepts and skills that contribute to personal fitness development through a variety of physical activities and fitness development experiences.

Gr. 3-4 Broad Areas of Learning	Gr. 3-4 Achievement Objectives	Gr. 3 SLOs	Gr. 4 SLOs
Fitness Development Concepts 3-4.FM.1 Understanding of health-related fitness components.	Recognizes the health-related fitness components.	K23A1. Discuss exercises and physical activities associated with health-related fitness components.	K24A1. Recognize the health-related fitness components.
	Recognizes the health benefits of participating in vigorous and regular physical activity on the heart and lungs.	K23B1. Recognize that the body needs sustained or intermittent vigorous physical activity to improve the strength of the heart and lungs.	
		K53B1. Identify the health benefits of participating in regular physical activity.	K54B1. Describe feelings associated with participation in physical activities as these feelings contribute to personal health and well-being.
		K23C1a. Show an understanding of the location, size, and function of the heart.	K24C1a. Show an understanding of the location, size, and function of the heart.
		K23C1b. Identify short-term effects of exercise/physical activity on the body.	K24C1b. Identify short-term effects of exercise/physical activity on the body.
	Recognizes that proper warm-up activities and appropriate body alignment contribute to safe participation for vigorous physical activities and exercises.	K23C3. Recognize that proper warm-up activities prepare muscles for vigorous activities.	K24C3. Recognize the importance of light aerobic activities and stretching as part of cool-down following a vigorous activity.

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Gr. 3-4 Broad Areas of Learning	Gr. 3-4 Achievement Objectives	Gr. 3 SLOs	Gr. 4 SLOs
		K33A2. Recognize appropriate body alignment during specific activities.	K34A2. Recognize safe and unsafe characteristics of performing common exercises.
Active Participation 3-4.FM.2 Participation in fitness activities that contribute to personal fitness development.	Identifies opportunities and strategies to be physically active on a regular basis.	K23C4. Identify personal factors that influence physical activity participation and build self-confidence.	K24C4. Discuss how setting realistic goals and developing strategies can contribute to personal achievement.
		K53B2. Identify opportunities to be active daily, alone or with family and others.	K54B2. Identify ways to be physically active indoors and outdoors in own community on a daily and/or regular basis.
	Participates in exercises/activities that develop health- and skill-related fitness components.	S23A1a. Participate in exercises/activities that increase flexibility, muscular strength, and muscular endurance.	S24A1a. Participate regularly in a variety of purposeful and individually challenging fitness activities that develop health-related and/or skill-related fitness components.
		S23A1b. Maintain participation in moderate to vigorous activity that contributes to aerobic capacity for short and longer periods of time.	S24A1b. Maintain continuous aerobic activity for a set period of time, based on functional capacity.
	Develops a personal action plan for participating in daily physical activity.		S54A2. Develop a personal action plan for daily active living, including reasons for choice of activities
Fitness Assessment 3-4.FM.3 Use of a variety of methods to measure fitness intensity and physical activity levels.	Demonstrates ways to determine degree of exertion and heart rate associated with physical activity and exercise.	S23A2. Determine own degree of exertion through simple methods while participating in physical activities.	S24A2. Demonstrate efficient ways to determine heart rate before and after exercise.

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Gr. 3-4 Broad Areas of Learning	Gr. 3-4 Achievement Objectives	Gr. 3 SLOs	Gr. 4 SLOs
	Records own fitness results and physical activity participation over time.	S23A3a. Record participation in daily physical activities over a period of time to determine level of physical activity participation.	S24A3a. Determine own performance level for health-related fitness components using simple tests or tasks.
			S24A3b. Record own fitness results and physical activity participation over a period of time for personal progress.
		K53B3. Identify how automation and information technology have an impact on participation in physical activity.	K54B3. Determine how much personal time is spent in active and sedentary activity for a set period of time.
First Aid 3-4.FM.4 Demonstration of practices to assist an injured person.	Identifies common injuries in everyday living.		K34B3. Identify common injuries in everyday living, and ways to help.
	Demonstrates practices to assist an injured person.		S34A2. Demonstrate practices to assist an injured person.

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PE/HE Category: Healthy Lifestyles
 The student acquires concepts and applicable personal and interpersonal skills in developing well-being, healthy lifestyle practices, and healthy relationships.

Gr. 3-4 Broad Areas of Learning	Gr. 3-4 Achievement Objectives	Gr. 3 SLOs	Gr. 4 SLOs
Decision Making for Health and Well-Being 3-4.HE.1 Use of planning, decision making and a problem solving process for health and well-being.	Sets personal goals to enhance health and well-being.	K43A2a Differentiate between long-term goals and short-term goals.	K44A2a. Identify a goal-setting process for establishing personal goals.
		K43A2b. Discuss how attributes and desires affect personal progress and achievement.	K44A2b. Describe the factors that affect personal motivation and achievement of goals.
		S43A1. Set simple short-term goals and participate in strategies for goal attainment.	S44A1. Set goals to enhance health and physical well-being.
	Uses a decision making/problem solving process for addressing everyday-living issues and making group decisions.	K43A3. Explore the steps in the decision-making/ problem-solving process.	K44A3. Identify the steps of the decision-making/ problem-solving process with an emphasis on the final steps.
		S43A2. 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.	S44A2. Design, implement, evaluate and revise an action plan for making a group decision.
Safety of Self and Others (A) 3-4.HE.2 Understanding of safety procedures and responsibilities related to activities of daily living.	Identifies general procedures and responsibilities related to safety in the community.	K33B1. Identify general safety procedures related to safety in the community.	K34B1. Identify responsibilities for prevention, protection, and persuasion in the areas of fire safety, bus ridership, and road and vehicle safety.

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Gr. 3-4 Broad Areas of Learning	Gr. 3-4 Achievement Objectives	Gr. 3 SLOs	Gr. 4 SLOs
		K33B4. Recognize roles of individuals in school and community who provide safety services.	K34B4. Recognize roles of individuals in school and community who provide safety services.
Safety of Self and Others (B) 3-4.HE.3 Identification of strategies for avoiding dangerous or inappropriate situations for self and others.	Identifies examples of violence and their influence on well-being.	K33B5a. Identify examples of real violence and fictional violence, and their influence on well-being.	
	Identifies strategies to avoid bullying and potentially dangerous/inappropriate situations such as unwanted touching of the private parts and online/offline sexual exploitation.	K33B5b. Identify strategies to avoid being bullied in different case scenarios.	
		K33B6a. Identify ways to avoid dangerous and/or inappropriate situations for self and others in a variety of contexts.	
		K43B4. Recognize verbal and non-verbal behaviours associated with assertiveness.	
Mental-Emotional Development 3-4.HE.4 Demonstration of stress-management strategies for use in a variety of contexts.	Identifies different strategies for coping with loss and grief.		K44C1b. Identify different strategies for coping with loss and grief.
	Identifies personal reactions and physical responses as a result of stress and anxiety.		K44C2. Recognize that people have different reactions to stressors.
			K44C3. Identify the physical responses the body may experience as a result of stress.
	Demonstrates strategies for managing stress in a variety of contexts.		K44C4a. Identify the stress management skills that may be useful in coping with stress.

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Gr. 3-4 Broad Areas of Learning	Gr. 3-4 Achievement Objectives	Gr. 3 SLOs	Gr. 4 SLOs
			S44A5. Demonstrate use of stress-management strategies by oneself and with others in a variety of contexts.
Personal Health Practices 3-4.HE.5 Understanding of daily practices to maintain personal health.	Identifies the daily habits and responsibilities for maintaining personal hygiene and preventing the spread of disease.	K53A1. Identify the daily habits and responsibilities for leading a physically active and healthy life.	K54A1. Identify the importance of taking responsibility for personal hygiene practices on a regular basis.
		K53A2. Identify common communicable diseases/illness/conditions in the classroom and home, and ways to prevent the spread of disease/illness/ conditions.	K54A2. Identify ways to prevent reactions to various environmental conditions.
		K53A3. Assess personal dental care habits and identify ways to promote dental health for self and others.	K54A3. Identify the function and structure of primary and permanent teeth.
	Develops a personal action plan for daily personal health practices.		S54A1. Develop a personal action plan for daily personal health practices.
Nutrition 3-4.HE.6 Understanding of food choices and barriers for health and active living.	Demonstrates an understanding of the function of each of the food groups identified in Canada's Food Guide.	K53C1a. Differentiate between "everyday" and "sometime" foods in Canada's Food Guide.	K54C1a. Demonstrate an understanding of food groups, serving sizes, and serving numbers that support good health.
		K53C1b. Identify the function of a variety of food groups for growth and development.	K54C1b. Identify the function of a variety of food groups for growth and development.
		K53C2. Identify the need for daily food and fluid to support physical activity.	K54C2. Describe the best type and quantities of fluid to consume during various physical activities under different conditions.

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	Assesses personal food intake and identifies factors that may influence food choices.		S54A3a. Assess personal food intake for a period of one to three days, and identifying factors that may influence food choices.
	Demonstrates problem-solving strategies that may be used to reduce barriers to healthy eating and improve food choices.		S54A3b. Use problem-solving strategies to reduce barriers to healthy eating and improve food choices, if appropriate.
Substance Use and Abuse Prevention 3-4.HE.7 Demonstration of avoidance and assertiveness skills for use in potentially dangerous situations involving substances.	Identifies and describes the potential dangers and effects associated with substance use.	K53D1. Identify and describe the potential dangers associated with substance use in the community.	
		K53D2. Identify helpful and/or harmful substances and their effects on a healthy body.	
	Recognizes the factors that can influence decision-making related to substance, including smoking.	K53D3. Recognize the factors that can influence making decisions regarding substance use.	
	Uses avoidance and assertiveness skills in scenarios related to potentially dangerous situations.	S53A4. Use avoidance and assertiveness skills in scenarios related to potentially dangerous situations.	

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PE/HE Learning Behaviours: Social Responsibility
 The student demonstrates citizenship and social skills that contribute to making the classroom, school, and larger community a positive, safe and caring environment.

Gr. 3-4 Broad Areas of Learning	Gr. 3-4 Achievement Objectives	Gr. 3 SLOs	Gr. 4 SLOs
		K43A1. Identify the importance of showing consideration for self and others, and for individual differences.	K44A1. Demonstrate an awareness of factors that influence self-esteem and self-confidence.
		K43B1a. Describe the behaviours that show respect for the abilities and feelings of others.	K44B1a. Identify appropriate social behaviours toward others in small-group situations.
		K43B1b. Talk about personal participation and responsibility in cooperative play and teamwork for appreciation of diversity.	K44B1b. Discuss connections or representations of cultures in different physical and recreational activities.
		K43B2a. Identify appropriate and inappropriate ways of communicating emotions	K44B2a. Identify positive communication skills and behaviours for getting along with others in competitive situations.
		K43B2b. Recognize the importance of friends and groups that are safe and dependable.	K44B2b. Identify ways to get along with others in cooperative/ collaborative situations.
		K43B3a. Recognize anger triggers for self and others, and strategies to reduce, control, or avoid anger in emotional situations.	
		K43B3b. Show an understanding of the steps in a conflict-resolution process.	

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		K43B3c. Identify mediation skills that can be used as part of the conflict-resolution process.	
			K44C1a. Identify characteristics of and/or behaviours associated with different emotions in self and/or others.
		S43A3. Demonstrate behaviours that show respect for the abilities and feelings of others in small-group class activities.	S44A3. Demonstrating interpersonal skills for getting along with others in class activities.
		S43A4. Demonstrate the use of mediation strategies as part of a conflict-resolution process in different case scenarios.	

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