



**PROVINCIAL/TERRITORIAL  
PHYSICAL EDUCATION  
CURRICULUM LINKS  
FOR ROOKIE RUGBY**

**MANITOBA & NUNAVUT**



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## Manitoba & Nunavut

| <span style="font-size: 2em; font-weight: bold; margin-right: 10px;">K</span> Kindergarten - Curricular Competencies  | Active Start |          |          |          |          |          |
|---|--------------|----------|----------|----------|----------|----------|
|   | Lesson 1     | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Movement</b>   |              |          |          |          |          |          |
| K.1.K.A.1 Develop a movement vocabulary (e.g., running, hopping, jumping, overhand throwing, catching, balancing, underhand throwing...) by responding to verbal and visual cues with the corresponding body movements  |              |          |          |          |          |          |
| 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...)  |              |          |          |          |          |          |
| K.1.K.B.3a Recognize the terms “personal space” (i.e., space around own body) and “general space” (i.e., space available to move in) associated with space awareness  |              |          |          |          |          |          |
| K.1.K.B.3b Recognize names of body parts (i.e., head, neck, shoulders, arms, hands, elbows, wrists, legs, knees, ankles, feet, chest, waist, hips, back) when following instructions for physical activity (e.g., bend your knees, hands on hips, balance on one foot...) |              |          |          |          |          |          |
| K.1.K.B.3c Explore, through movement, the difference between slow and fast speeds (e.g., walking and running...)  |              |          |          |          |          |          |
| K.1.K.B.3d Explore moving in relation to objects (i.e., around, under, over, near, far, in, out, through, on, off)  |              |          |          |          |          |          |
| K.1.K.C.1 Follow the fundamental rules (e.g., boundaries, roles, actions, verbal cues for stop, go, switch...) used in simple games and activities (e.g., cooperative tag games...)   |              |          |          |          |          |          |
| K.1.6.C.1 Adapt the rules of lead-up games based on criteria predetermined through problem-solving activities (e.g., suggest rule changes for enhanced activity, inclusivity, and/or safety...)   |              |          |          |          |          |          |
| K.1.6.C.2 Use activity-specific terminology (e.g., bump, volley, free throw, serve...) associated with selected lead-up games and physical activities   |              |          |          |          |          |          |
| K.1.K.C.3 Recognize the fundamental strategies of simple games/ station activities (e.g., aiming at a target, fleeing in a tag game, hitting an object with an implement, staying in boundaries...)   |              |          |          |          |          |          |

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|--|--------------|----------|----------|----------|----------|----------|
|  | Lesson 1     | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| Movement   |              |          |          |          |          |          |
| K.1.K.C.4 Discuss ways to play cooperatively and safely (e.g., share equipment, follow directions, help others, be considerate...)   | ○            | ○        | ○        | ○        | ○        | ○        |
| S.1.K.A.1 Travel safely using the basic transport skills (i.e., running, hopping, galloping, jumping) in general space (e.g., gallop freely without bumping into others or falling...)   | ○            | ○        | ○        | ○        | ○        | ○        |
| S.1.K.A.2 Explore the basic manipulation skills (i.e., rolling, underhand throwing, catching, striking, bouncing, kicking) in a variety of simple movement experiences (e.g., throw a ball or bean bag underhand to an open space, strike a balloon with the hand...)              | ○            | ○        | ○        | ○        | ○        | ○        |
| S.1.K.A.3 Explore static and dynamic balance (i.e., stopping, starting) in response to signals/ cues/commands  | ○            |          |          |          |          |          |
| 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"...) |              | ○        | ○        | ○        | ○        | ○        |
| 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...)   | ○            | ○        | ○        | ○        | ○        | ○        |
| S.1.K.C.1 Experience different ways of moving (e.g., climbing, running, hopping...) in a variety of play areas on the school grounds (e.g., on playground equipment, hard-top area, grassy fields...)  |              |          |          |          |          |          |
| S.1.K.D.1 Experience moving to different rhythms (e.g., quick, slow...), applying movement concepts (e.g., body awareness, space awareness...) in simple rhythmic activities (e.g., creative movement, action songs/games...)  |              |          |          |          |          |          |
| 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...)  |              |          |          |          |          |          |

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|---|--------------|----------|----------|----------|----------|----------|
|   | Lesson 1     | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Fitness Management</b>   |              |          |          |          |          |          |
| K.2.K.B.1 Discuss the fact that daily physical activity makes muscles strong, including the heart   |              |          |          |          |          |          |
| S.2.K.A.1a Participate in a wide variety of physical activities that contribute to skill/ fitness development and enjoyment   |              |          |          |          |          |          |
| S.2.K.A.1b Sustain participation in moderate to vigorous activity for short periods of time, based on functional capacity   |              |          |          |          |          |          |
| <b>Safety</b>   |              |          |          |          |          |          |
| K.3.K.A.1 Recognizesafeandcontrolledmovementwhileparticipating in physical activity (e.g., stop and start on signal, move without interferingwithothers,enterandexitinasafemanner,landsoftly...)  |              |          |          |          |          |          |
| K.3.K.A.2 Showanunderstandingthatphysicalormedicalconditions (e.g.,injury,illness,asthma,physicaldisabilities,lowfitnesslevels...) may affect degree and type of participation  |              |          |          |          |          |          |
| K.3.K.A.3 Distinguish between appropriate and inappropriate footwear for indoor and outdoor activities (e.g., running shoes for indoorphysicalactivities,winterbootsforoutdoorwinteractivities...)  |              |          |          |          |          |          |
| K.3.K.A.4 Show an understanding of general safety rules in the gymnasium (e.g., safe and unsafe areas and fixtures, entrances and exits, storage of equipment, use of mats...) for active play (e.g., sports/games, rhythmicsgymnastics...) |              |          |          |          |          |          |
| K.3.K.A.5a Discuss common safety rules for physical activity on the playground and school play areas (e.g., climbing equipment, play fields, baseball backstops, fences, hard surfaces, sand pits...)                                       |              |          |          |          |          |          |
| K.3.K.B.1 Identify safety symbols, hazards, and risks in everyday living (i.e., traffic, school bus ridership, waterfront, poisons, chemicals, stoves/ovens, sharp utensils, bathtubs)  |              |          |          |          |          |          |
| 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...)         |              |          |          |          |          |          |
| K.3.K.B.4 Recognize safety helpers in the community (e.g., parent/guardian,familymember,babysitter,teacher,principal,doctor,police officer, bus driver, block parent, lifeguard...)   |              |          |          |          |          |          |
| 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      |              |          |          |          |          |          |

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| <span style="font-size: 2em; font-weight: bold;">1</span><br>First Grade - Curricular Competencies  | Active Start |          |          |          |          |          |
|---|--------------|----------|----------|----------|----------|----------|
|   | Lesson 1     | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Movement</b>   |              |          |          |          |          |          |
| K.1.1.A.1 Recognize the basic movement skills (i.e., transport, manipulation, balance) used in different physical activities.   |              |          |          |          |          |          |
| 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...) |              |          |          |          |          |          |
| 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)   |              |          |          |          |          |          |
| K.1.1.B.3b Recognize terms describing different body shapes (i.e., curled, stretched, narrow, wide, twisted)  |              |          |          |          |          |          |
| 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.  |              |          |          |          |          |          |
| K.1.1.B.3d Recognize terms for moving in relation to others (i.e., lead, follow, chase, move with, flee, dodge)   |              |          |          |          |          |          |
| 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.   |              |          |          |          |          |          |
| 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.   |              |          |          |          |          |          |
| 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...)   |              |          |          |          |          |          |
| 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...)  |              |          |          |          |          |          |
| S.1.1.A.2 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, catching, striking, bouncing, and 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...)                |              |          |          |          |          |          |
| S.1.1.A.3 Explore static and/or dynamic balance, using different movement concepts (e.g., using different shapes, levels, and body parts...)  |              |          |          |          |          |          |
| 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.1.1.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...)   |              |          |          |          |          |          |



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|--|--------------|----------|----------|----------|----------|----------|
|  | Lesson 1     | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Fitness Management</b>  |              |          |          |          |          |          |
| 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)   |              |          |          |          |          |          |
| 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)   |              |          |          |          |          |          |
| 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)   |              |          |          |          |          |          |
| S.2.1.A.1a Participate in a wide variety of physical activities using basic movement skills (i.e., transport, manipulation, and balance) that contribute to skill/ fitness development and enjoyment   | ○            | ○        | ○        | ○        | ○        | ○        |
| S.2.1.A.1b Sustain participation in moderate to vigorous activity to experience physical changes in the body   | ○            | ○        | ○        | ○        | ○        | ○        |
| <b>Safety</b>  |              |          |          |          |          |          |
| 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...)   |              |          |          |          |          |          |
| 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., gym floor, icy or wet surfaces, balance beams, climbing frames, mats...)   |              |          |          |          |          |          |
| K.3.1.A.5a Identify common playground and physical activity hazards at school (e.g., on playing surfaces, slides, swings, ditches, parking lots...)  |              |          |          |          |          |          |
| 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., Halloween, Christmas, Hanukkah...), and ways to avoid injury |              |          |          |          |          |          |
| 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   |              |          |          |          |          |          |
| 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...)           |              |          |          |          |          |          |

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| 1  | First Grade - Curricular Competencies | Active Start |          |          |          |          |          |
|--|---------------------------------------|--------------|----------|----------|----------|----------|----------|
|  |                                       | Lesson 1     | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Safety</b>  |                                       |              |          |          |          |          |          |
| K.3.1.B.5a Identify types of physical and verbal violence (e.g., hitting, bullying, biting, kicking, name calling...)  |                                       |              |          |          |          |          |          |
| 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...)   |                                       |              |          |          |          |          |          |
| 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...)                             |                                       |              |          |          |          |          |          |
| <b>Personal/Social Management</b>  |                                       |              |          |          |          |          |          |
| K.4.1.A.1 Recognize positive attributes of self, family, and classmates (e.g., physical characteristics, abilities, qualities, culture, accomplishments, highlights...)  |                                       |              |          |          |          |          |          |
| 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...)   |                                       |              |          |          |          |          |          |
| 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...)   |                                       |              |          |          |          |          |          |
| 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...) |                                       |              |          |          |          |          |          |
| 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)   |                                       |              |          |          |          |          |          |
| 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  |                                       |              |          |          |          |          |          |
| 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   |                                       |              |          |          |          |          |          |

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| 1   | First Grade - Curricular Competencies | Active Start |          |          |          |          |          |
|---|---------------------------------------|--------------|----------|----------|----------|----------|----------|
|   |                                       | Lesson 1     | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Personal/Social Management</b>   |                                       |              |          |          |          |          |          |
| 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...)         |                                       |              |          |          |          |          |          |
| K.4.1.B.3b Identify several causes of conflicts that may occur in class or play situations (e.g., disagreeing over who to play with, what to do, what to play with; not taking turns; not sharing; not being fair; wanting to be first...)  |                                       |              |          |          |          |          |          |
| 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)  |                                       |              |          |          |          |          |          |
| 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   |                                       |              |          |          |          |          |          |
| 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.4.1.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                                     |                                       |              |          |          |          |          |          |
| 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  |                                       |              |          |          |          |          |          |
| 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  |                                       |              |          |          |          |          |          |
| <b>Health Lifestyle Practices</b>   |                                       |              |          |          |          |          |          |
| 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  |                                       |              |          |          |          |          |          |
| 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) |                                       |              |          |          |          |          |          |
| 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 Halloween candy; taking proper dosage of prescribed medication)                                 |                                       |              |          |          |          |          |          |



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| <span style="font-size: 2em;">2</span><br>Second Grade - Curricular Competencies  | FUNdamentals |          |          |          |          |          |
|---|--------------|----------|----------|----------|----------|----------|
|   | Lesson 1     | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Movement</b>   |              |          |          |          |          |          |
| K.1.2.A.1 Observe and name the basic movement patterns performed by other students (i.e., running, galloping, hopping, jumping, skipping, rolling, throwing, catching, kicking, striking, bouncing, balancing)  |              |          |          |          |          |          |
| 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.1.2.B.2 Recognize different ways to maintain static and dynamic balance (i.e., increase base of support by widening stance, lower centre of gravity by bending knees, keeping head level) in physical activities (e.g., walking on a low beam, changing directions while travelling...)               |              |          |          |          |          |          |
| K.1.2.B.3a Recognize the terms associated with pathways (i.e., straight, curved, zigzag), directions (i.e., up, down, right, left, forward, backward, sideways, clockwise, counter clockwise), and planes (i.e., frontal, horizontal, sagittal).  |              |          |          |          |          |          |
| K.1.2.B.3b Recognize and use body shapes in expressive movement (e.g., show three different body shapes in a movement sequence...)  |              |          |          |          |          |          |
| K.1.2.B.3c Recognize the different qualities of effort (i.e., time, force, and flow) in own movement (e.g., respond to different beats and rhythms of a drum, move to music, walk and move like various animals...)   |              |          |          |          |          |          |
| K.1.2.B.3d Recognize the different ways to move in relation to a partner (e.g., lead, follow, mirror, match, dodge...) and objects or equipment (e.g., obstacle course, climbing frame...)  |              |          |          |          |          |          |
| K.1.2.C.1 Demonstrate knowledge of fundamental rules related to different aspects (e.g., purpose, number of players, role of each player, equipment, scoring...) of simple games and activities (e.g., grid activities...) designed by self and/or others   |              |          |          |          |          |          |
| K.1.2.C.3 Recognize and discuss simple strategies (e.g., dodging, varying speed, changing directions, funneling in tag games...) used in chasing/fleeing games/ activities.   |              |          |          |          |          |          |
| K.1.2.C.4 Identify activity situations that require sharing, respect, honesty, and other positive social behaviours (e.g., explain how the "tagger's rule" helps improve the game of tag...)  |              |          |          |          |          |          |
| S.1.2.A.1 Demonstrate competency in basic transport skills (i.e., running, hopping, galloping, jumping, skipping), moving in different directions (e.g., hop consecutively in a forward direction on the right and on the left foot; jump and land using a two-foot take-off and a two-foot landing...) |              |          |          |          |          |          |

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| <span style="font-size: 2em; font-weight: bold;">2</span><br>Second Grade - Curricular Competencies  | FUNdamentals |          |          |          |          |          |
|--|--------------|----------|----------|----------|----------|----------|
|  | Lesson 1     | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Movement</b>  |              |          |          |          |          |          |
| S.1.2.A.2 Demonstrate the basic manipulation skills (i.e., rolling, underhand throwing, overhand throwing, catching, striking, bouncing, kicking) in a variety of activities to challenge different levels of ability (e.g., catch a ball from different distances; strike a ball using a short-handled implement)                       |              |          |          |          |          |          |
| S.1.2.A.3 Demonstrate balancing in different ways (i.e., showing symmetrical and asymmetrical shapes, balancing on different parts/number of parts of the body) at different levels and/or heights   |              |          |          |          |          |          |
| S.1.2.B.1 Use basic movement skills (e.g., hopping, rolling, underhand throw...) and concepts (i.e., body and space awareness, relationships) in 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.1.2.D.1 Demonstrate basic rhythmic steps and patterns (e.g., walk/clap, skip, slide, stamp...), applying movement concepts (e.g., body awareness, qualities of effort...) alone and with others in simple and/or creative rhythmic activities (e.g., creative movement, multicultural activities such as folk dances, round dances...) |              |          |          |          |          |          |
| S.1.2.D.2 Demonstrate functional use of basic movement skills (i.e., transport, manipulation, and 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...)   |              |          |          |          |          |          |
| <b>Fitness Management</b>  |              |          |          |          |          |          |
| 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...)   |              |          |          |          |          |          |
| S.2.2.A.1a Participate in cooperative and/or low competitive-type physical activities (e.g., with partners, in small groups...) that contribute to skill/fitness development and enjoyment   |              |          |          |          |          |          |
| S.2.2.A.1b Sustain participation in moderate to vigorous activity, using basic movement skills   |              |          |          |          |          |          |
| 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"...)   |              |          |          |          |          |          |

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| 2<br>Second Grade - Curricular Competencies   | FUNdamentals |          |          |          |          |          |
|---|--------------|----------|----------|----------|----------|----------|
|   | Lesson 1     | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| Safety  |              |          |          |          |          |          |
| 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   |              |          |          |          |          |          |
| K.3.2.A.2 Recognize safe range of motion of joints (e.g., neck rotations, knee bends...) in common exercises  |              |          |          |          |          |          |
| 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 jewelry for physical activities; personal hygiene...)                         |              |          |          |          |          |          |
| K.3.2.A.4 Show an understanding of general and specific safety guidelines and behaviours (e.g., changing 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, pow wows, 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.3.2.B.1 Identify safety rules to be followed related to the home, school, and community (i.e., road, vehicles such as tractors and boats, bus ridership, electricity, weather, seasons, stairs/balconies, tools, Internet use)  |              |          |          |          |          |          |
| K.3.2.B.2 Identify ways to avoid potentially dangerous situations related to water (e.g., floods, bath-tubs, ice conditions, big waves, lightning...) and unsupervised situations (e.g., waterfront...) for self  |              |          |          |          |          |          |
| K.3.2.B.3 Identify practices to assist an injured person (i.e., get help, explain what you saw, avoid contact with body fluids of others, do not try to move the injured person)  |              |          |          |          |          |          |

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| <span style="font-size: 2em; font-weight: bold;">2</span><br>Second Grade - Curricular Competencies   | FUNdamentals |          |          |          |          |          |
|---|--------------|----------|----------|----------|----------|----------|
|   | Lesson 1     | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Personal/Social Management</b>   |              |          |          |          |          |          |
| K.4.2.A.1 Recognize that everyone is special, unique, and able to succeed (i.e., families, interests, talents, feelings, desires)   |              |          |          |          |          |          |
| K.4.2.A.2a Identify examples of simple, realistic goals for healthy living that are short term (e.g., bringing a healthy snack, helping a friend, playing actively as a group at recess...) and long term (e.g., running faster, increasing strength, developing a healthy heart, having no cavities...)  |              |          |          |          |          |          |
| 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...)   |              |          |          |          |          |          |
| K.4.2.A.3 Discuss the concept of consequences (e.g., cause-and-effect relationships...) of behaviours as part of the decision-making/ problem-solving process for health and well-being (e.g., touching a very hot surface will cause burns...)   |              |          |          |          |          |          |
| 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  |              |          |          |          |          |          |
| K.4.2.B.1b Talk about similarities and differences (e.g., likes/dislikes, cultural connections...) of responses of self and responses of others related to situations involving sports/ physical activities and/or social events  |              |          |          |          |          |          |
| K.4.2.B.2a Identify positive communication skills (e.g., focus on speaker, repeat back information, use appropriate body language, ask relevant questions, include everyone, disagree politely, show self-control, take turns, work cooperatively...) for listening with attention in small- group settings   |              |          |          |          |          |          |
| K.4.2.B.2b Identify situations (e.g., carrying something heavy, contributing to a project...) in which friends may be helpful and ways (e.g., saying thank you, returning the favour...) to show appreciation   |              |          |          |          |          |          |
| 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 |              |          |          |          |          |          |

## Manitoba & Nunavut

| <span style="font-size: 2em; font-weight: bold;">2</span> Second Grade - Curricular Competencies   | FUNdamentals |          |          |          |          |          |
|--|--------------|----------|----------|----------|----------|----------|
|  | Lesson 1     | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Personal/Social Management</b>  |              |          |          |          |          |          |
| K.4.2.C.3 Identify feelings and emotions associated with anxiety (e.g., feeling anxious, scared, nervous, timid...)  |              |          |          |          |          |          |
| 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   |              |          |          |          |          |          |
| S.4.2.A.2 List possible options and consequences for specific behaviours and/or health habits (e.g., brushing your teeth...) for the promotion of physically active and healthy lifestyles   |              |          |          |          |          |          |
| 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  |              |          |          |          |          |          |
| 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...)   |              |          |          |          |          |          |
| <b>Health Lifestyle Practices</b>  |              |          |          |          |          |          |
| 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/illness/conditions (e.g., colds, flu, pink-eye, head lice...) in the classroom and home, and ways to prevent the spread of disease/illness/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, videogames, television, telecommunications...) have an impact on participation in physical activity   |              |          |          |          |          |          |



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| <span style="font-size: 2em; font-weight: bold;">2</span> Second Grade - Curricular Competencies   | FUNdamentals |          |          |          |          |          |
|--|--------------|----------|----------|----------|----------|----------|
|  | Lesson 1     | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Health Lifestyle Practices</b>  |              |          |          |          |          |          |
| 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.5.2.E.1a Identify basic changes in growth and development from birth to childhood (e.g., changes to teeth, brain, height, body weight, clothes size...)  |              |          |          |          |          |          |
| 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...)                    |              |          |          |          |          |          |
| 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...)     |              |          |          |          |          |          |
| 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...) |              |          |          |          |          |          |
| 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...)    |              |          |          |          |          |          |
| K.5.1.E.3c Discuss the responsibilities (e.g., respect private spaces and private parts...) associated with gender differences   |              |          |          |          |          |          |
| S.5.2.A.1 Use a decision-making/problem-solving process, with guidance, to determine consequences of good and poor daily health habits   |              |          |          |          |          |          |
| S.5.2.A.2 Record, with assistance, daily physical activities that are enjoyable for families to do   |              |          |          |          |          |          |
| S.5.2.A.3a Sort/classify a variety of foods into the food groups according to Canada’s Food Guide to Healthy Eating  |              |          |          |          |          |          |
| S.5.2.A.3b Choose foods for healthy breakfasts/snacks based on Canada’s Food Guide to Healthy Eating   |              |          |          |          |          |          |
| S.5.2.A.5 Use appropriate language regarding private and sensitive issues (e.g., no foul language, hurtful teasing, name calling, or offensive gestures or signs...)   |              |          |          |          |          |          |

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| <span style="font-size: 2em; font-weight: bold;">3</span><br>Third Grade - Curricular Competencies  | FUNdamentals |          |          |          |          |          |
|---|--------------|----------|----------|----------|----------|----------|
|   | Lesson 1     | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Movement</b>   |              |          |          |          |          |          |
| 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.1.3.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., bean bags, 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.1.3.A.1 Demonstrate proficiency in basic transport skills (i.e., running, hopping, galloping, jumping, and 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.1.3.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...)               |              |          |          |          |          |          |

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| <span style="font-size: 2em; font-weight: bold;">3</span><br>Third Grade - Curricular Competencies  | FUNdamentals |          |          |          |          |          |
|---|--------------|----------|----------|----------|----------|----------|
|   | Lesson 1     | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Fitness Management</b>   |              |          |          |          |          |          |
| 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.2.3.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.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.S1.A.1a Demonstrate a level of participation that contributes to the goals of an individualized fitness plan  |              |          |          |          |          |          |
| S.2.S1.A.1b Participate in planned and self-directed activities that maintain heart-rate levels in various zones (e.g., general health, basic fitness, healthy heart...)  |              |          |          |          |          |          |
| 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   |              |          |          |          |          |          |

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| <span style="font-size: 2em; font-weight: bold;">3</span><br>Third Grade - Curricular Competencies   | FUNDamentals |          |          |          |          |          |
|--|--------------|----------|----------|----------|----------|----------|
|  | Lesson 1     | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Safety</b>  |              |          |          |          |          |          |
| K.3.3.A.1 Show an understanding of risk factors and safe practices associated with selected physical activities, including lead-up- type territorial/invasion-type games (e.g., nobody 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.3.3.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 floatation devices)                    |              |          |          |          |          |          |
| K.3.3.B.4 Recognize roles of individuals in school and community who provide safety services (e.g., school staff, cross-walk patrols, police, block parents, firefighters, doctors, nurses, elders, skipatrols, 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, T.V. 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 and exploitative advertisements...)   |              |          |          |          |          |          |
| <b>Personal/Social Management</b>  |              |          |          |          |          |          |
| 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.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  |              |          |          |          |          |          |

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| <span style="font-size: 2em; font-weight: bold;">3</span><br>Third Grade - Curricular Competencies  | FUNdamentals |          |          |          |          |          |
|---|--------------|----------|----------|----------|----------|----------|
|   | Lesson 1     | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Personal/Social Management</b>   |              |          |          |          |          |          |
| 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 timeouts, 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.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  |              |          |          |          |          |          |



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| <span style="font-size: 2em; font-weight: bold;">3</span><br>Third Grade - Curricular Competencies   | FUNdamentals |          |          |          |          |          |
|--|--------------|----------|----------|----------|----------|----------|
|  | Lesson 1     | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Health Lifestyle Practices</b>  |              |          |          |          |          |          |
| 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.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  |              |          |          |          |          |          |

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| <span style="font-size: 2em; font-weight: bold;">4</span><br>Fourth Grade - Curricular Competencies   | Learn to Train |          |          |          |          |          |
|---|----------------|----------|----------|----------|----------|----------|
|   | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Movement</b>   |                |          |          |          |          |          |
| K.1.4.A.1 Show an understanding of the main characteristics of the mature patterns of the basic movement skills from the three categories (i.e., transport, manipulation, and balance) in self and in others  |                |          |          |          |          |          |
| K.1.4.B.1 Demonstrate an understanding that rate, method, and extent of learning movement skills are unique to each person (e.g., accept own and others' different developmental processes...)  |                |          |          |          |          |          |
| K.1.4.B.2 Show an understanding of the concepts of force and motion (i.e., absorption of force) when receiving an object (i.e., "give" with the object to absorb the force in catching and receiving skills; use as many joints as possible over greatest range of movement possible) |                |          |          |          |          |          |
| K.1.4.B.3a Recognize the qualities of space awareness (i.e., levels, pathways, directions) in a variety of activities (e.g., tag game, obstacle course...)  |                |          |          |          |          |          |
| K.1.4.B.3b Show different ways to propel or move (e.g., kick, strike, roll...) objects using different body parts (e.g., head, arms, hands, feet...)  |                |          |          |          |          |          |
| K.1.4.B.3c Differentiate between qualities of effort (e.g., fast and slow, strong and light, free and bound...) in movement sequences performed by others   |                |          |          |          |          |          |
| K.1.4.B.3d Identify characteristics (e.g., identical and contrasting movements and/or rhythms...) that enhance choreography of movement sequences with a partner and in small groups  |                |          |          |          |          |          |
| K.1.4.C.1 Explain simple rules used in lead-up games and activities that are suitable for recess (e.g., four square, hopscotch, jump-rope activities, game of own design...)  |                |          |          |          |          |          |
| K.1.4.C.3 Recognize the basic concepts (e.g., accuracy, body positioning, object placement...) of simple net/wall and striking/fielding games/activities  |                |          |          |          |          |          |
| K.1.4.C.4 Identify the five fair-play ideals (i.e., respect for rules, officials, and opponents, self-control, equitable playing time)  |                |          |          |          |          |          |
| S.1.4.A.1 Demonstrate proficiency in basic transport skills and other locomotor variations and extensions (e.g., slide, leap, grapevine...)   |                |          |          |          |          |          |
| S.1.4.A.2 Demonstrate proficiency in selected manipulation skills in a variety of individual activities (i.e., rolling, underhand and overhand throwing, catching, striking, bouncing, kicking, dribbling a ball using feet)  |                |          |          |          |          |          |



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| <span style="font-size: 2em; font-weight: bold;">4</span><br>Fourth Grade - Curricular Competencies   | Learn to Train |          |          |          |          |          |
|---|----------------|----------|----------|----------|----------|----------|
|   | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Fitness Management</b>   |                |          |          |          |          |          |
| S.2.4.A.2 Demonstrate efficient ways (e.g., pulse point location and proper finger positions on wrist and neck, use of heart monitors...) to determine heart rate before and after exercise   |                |          |          |          |          |          |
| S.2.4.A.3a Determine own performance level for health-related fitness components (i.e., cardiovascular endurance, muscular strength, muscular endurance, flexibility), using simple tests or tasks (e.g., sit and reach, modified curl-up, 1600-metre run...)   |                |          |          |          |          |          |
| S.2.4.A.3b Record own fitness results and physical activity participation over a period of time (e.g., beginning, middle, end of school year...) for personal progress  |                |          |          |          |          |          |
| <b>Safety</b>   |                |          |          |          |          |          |
| K.3.4.A.1 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 (e.g., positioning self at a safe distance in batting/striking in baseball and/or paddleball...)   |                |          |          |          |          |          |
| K.3.4.A.2 Recognize safe and unsafe characteristics of performing common exercises (e.g., curl-ups, neck rotations, back bends or bridges, knee bends...)   |                |          |          |          |          |          |
| K.3.S2.A.2 Explain physiological reasons (e.g., body position, gender, physical characteristics...) why exercise techniques are selected to minimize the risk to self and others (e.g., bending the knees in curl-ups reduces back arch/strain, gender-related hormones affect degree of elasticity of muscles, level of fitness reduces risk...) |                |          |          |          |          |          |
| K.3.4.A.5b Identify water safety rules, hazards, and practices (e.g., wearing floatation devices, importance of swimming lessons, recognizing safety symbols, steps in an emergency...) related to aquatic activities (e.g., swimming, boating...)  |                |          |          |          |          |          |
| K.3.4.B.1 Identify responsibilities for prevention, protection, and persuasion in the areas of fire safety, bus ridership, and road and vehicle safety (e.g., autos, boats, snowmobiles, farm equipment...)   |                |          |          |          |          |          |
| K.3.4.B.3 Identify common injuries (e.g., cuts, bruises, scrapes, burns, bumps, fractures, insect bites and stings, frostbite...) in everyday living, and ways to help (e.g., seek adult help, get ice, locate first-aid kit, avoid contact with body fluids of others...)  |                |          |          |          |          |          |
| S.3.4.A.1 Follow set rules and routines for safe participation and use of equipment in selected specific physical activities (e.g., fair play rules, change room routines, equipment distribution, sharing space...)  |                |          |          |          |          |          |
| S.3.4.A.2 Demonstrate practices to assist an injured person (i.e., get help, explain what you saw, avoid contact with body fluids of others, do not try to move the injured person)   |                |          |          |          |          |          |

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|---|----------------|----------|----------|----------|----------|----------|
|   | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Personal/Social Management</b>   |                |          |          |          |          |          |
| K.4.4.A.1 Demonstrate an awareness of factors (e.g., personal attitudes, supportive environment, accomplishments, positive thinking, genetics, media stereotyping...) that influence self-esteem and self-confidence  |                |          |          |          |          |          |
| K.4.4.A.2a Identify a goal- setting process (e.g., assess attributes, set goals, visualize, practice, monitor, automate, enjoy...) for establishing personal goals  |                |          |          |          |          |          |
| K.4.4.A.2b Describe the factors (e.g., success/failure, attitude, support from others, commitment, intrinsic and extrinsic rewards...) that affect personal motivation and achievement of goals   |                |          |          |          |          |          |
| K.4.4.A.3 Identify the steps of the decision-making/problem-solving process with an emphasis on the final steps (e.g., making the decision, taking action, evaluating results...)   |                |          |          |          |          |          |
| K.4.4.B.1a Identify appropriate social behaviours (e.g., speaking kindly, acknowledging others' ideas and opinions, offering to help...) toward others in small-group situations  |                |          |          |          |          |          |
| K.4.4.B.1b Discuss connections or representations of cultures in different physical and recreational activities (e.g., lacrosse from Aboriginal culture, tinikling from Philippines, voyageur games from French-Canadian culture...)  |                |          |          |          |          |          |
| K.4.4.B.2a Identify positive communications skills (e.g., encouraging remarks, using appropriate etiquette, using appropriate body language...) and behaviours (i.e., fair play code of conduct) for getting along with others in competitive situations (i.e., as a participant, player, or spectator) |                |          |          |          |          |          |
| K.4.4.B.2b Identify ways (e.g., assign and accept responsibility for roles in an activity, celebrate successes of self and others, say please/thank you...) to get along with others in cooperative/ collaborative situations   |                |          |          |          |          |          |
| K.4.4.C.1a Identify characteristics of and/or behaviours associated with different emotions (e.g., fear, helplessness, anger, affection, excitement, frustration, disappointment, enthusiasm...) in self and/ or others   |                |          |          |          |          |          |



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|  | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Personal/Social Management</b>  |                |          |          |          |          |          |
| K.4.4.C.1b Identify different strategies (e.g., talk with family, supportive friends, religious leader...) for coping with loss and grief  |                |          |          |          |          |          |
| K.4.4.C.2 Recognize that people have different reactions (e.g., excitement, fear, motivation, inhibition...) to stressors  |                |          |          |          |          |          |
| K.4.4.C.3 Identify the physical responses the body may experience as a result of stress (e.g., heart-rate increase, blushing, muscles tighten, pupils of eyes widen, knots in stomach, butterflies, dry mouth...)  |                |          |          |          |          |          |
| K.4.4.C.4a Identify the stress management skills (e.g., relaxation skills, stress control skills, positive thinking, guided imagery, use of humour, talking with others...) that may be useful in coping with stress   |                |          |          |          |          |          |
| S.4.4.A.1 Set goals (e.g., improve fitness score, improve dietary intake, increase participation in daily physical activity, improve academic achievement...) to enhance health and physical well-being  |                |          |          |          |          |          |
| S.4.4.A.2 Design, implement, evaluate, and revise an action plan for making a group decision (e.g., classroom rules and routines, planning a class or group activity...)   |                |          |          |          |          |          |
| S.4.4.A.3 Demonstrate inter-personal skills (i.e., ability to communicate verbally and non-verbally with others, work cooperatively and collaboratively, show respect and consideration for rights and feelings of others, be responsible for self and others) for getting along with others in class activities             |                |          |          |          |          |          |
| S.4.4.A.5 Demonstrate use of stress management strategies (e.g., talking to supportive others, using guided imagery to visualize positive outcomes, using positive self-talk, going for recess or family walk...) by oneself and/or with others in a variety of contexts (e.g., discussion groups, sharing circle, games...) |                |          |          |          |          |          |

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|   | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Healthy Lifestyle Practices</b>  |                |          |          |          |          |          |
| K.5.4.A.1 Identify the importance of taking responsibility for personal hygiene practices on a regular basis (i.e., bath/shower, wash hair, wash hands, change clothes, brush teeth, engage in physical activity)   |                |          |          |          |          |          |
| K.5.4.A.2 Identify ways (e.g., avoid loud sounds, don't drink or swim in contaminated water, avoid secondhand smoke, avoid plants and food that cause allergic reactions, wear a hat, wear sunscreen...) to prevent reactions to various environmental conditions (e.g., noise, water, sun, air, plants...) |                |          |          |          |          |          |
| K.5.4.A.3 Identify the function (i.e., biting, chewing) and structure (i.e., number, names, parts) of primary and permanent teeth   |                |          |          |          |          |          |
| K.5.4.B.1 Describe feelings (e.g., enjoyment, sense of exploration, self-satisfaction, self-confidence, sense of belonging, relaxation...) associated with participation in physical activities as these feelings contribute to personal health and well-being  |                |          |          |          |          |          |
| K.5.4.B.2 Identify ways (e.g., play time, joining local teams/clubs, family events, community events...) to be physically active indoors and outdoors in own community on a daily and/or regular basis  |                |          |          |          |          |          |
| K.5.4.B.3 Determine how much personal time is spent in active and sedentary activity for a set period of time (e.g., daily, weekly, monthly...)   |                |          |          |          |          |          |
| K.5.4.C.1a Demonstrate an understanding of food groups, serving sizes and serving numbers that support good health  |                |          |          |          |          |          |
| K.5.4.C.2 Describe the best type and quantities of fluid to consume during various physical activities under different conditions (e.g., indoor, outdoor, humid, long/short duration...)  |                |          |          |          |          |          |
| S.5.4.A.1 Develop a personal action plan for daily personal health practices  |                |          |          |          |          |          |
| S.5.4.A.2 Develop a personal action plan for daily active living, including reasons for choice of activities  |                |          |          |          |          |          |
| S.5.4.A.3a Assess personal food intake for a period of 1 to 3 days, and identify factors (e.g., culture, religions, availability, peers, television advertising, age...) that may influence food choices  |                |          |          |          |          |          |
| S.5.4.A.3b Use problem-solving strategies to reduce barriers to healthy eating, and improve food choices, if appropriate  |                |          |          |          |          |          |

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|--|----------------|----------|----------|----------|----------|----------|
|  | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Movement</b>  |                |          |          |          |          |          |
| K.1.5.A.1 Detect, analyze, and correct errors in personal movement patterns (i.e., transport, manipulation, and balance skills)  |                |          |          |          |          |          |
| K.1.5.B.1 Identify personal and controllable factors (i.e., time, effort, interest, attitude, good practice habits) that may affect movement skill development   |                |          |          |          |          |          |
| K.1.5.B.2 Identify biomechanical concepts for controlled movement, including balance activities (i.e., lower centre of gravity, increase base of support, keep line of centre of gravity in the middle of base of support) |                |          |          |          |          |          |
| K.1.5.B.3a Design movement sequences that show contrast in levels, planes, pathways, and directions (e.g., gymnastic floor exercise routine...)  |                |          |          |          |          |          |
| K.1.5.B.3b Show an understanding of the terms to describe the action of the muscles and joints (e.g., flexion, extension, rotation...)   |                |          |          |          |          |          |
| K.1.5.B.3c Recognize the qualities of effort (e.g., force, time, flow...) in a movement sequence performed with others (e.g., Inuit partner activities...)   |                |          |          |          |          |          |
| K.1.5.B.3d Describe the concept of relationships as it applies to a moving object and/or person (e.g., passing a ball in front of a person while running...)   |                |          |          |          |          |          |
| K.1.5.C.1 Apply the rules of lead-up games (i.e., organized and games of own design) while participating and/or officiating  |                |          |          |          |          |          |
| K.1.5.C.2 Use the general terminology (e.g., offence, defence, crease, pacing...) associated with lead-up games and activities   |                |          |          |          |          |          |
| K.1.5.C.3 Determine effective game strategies in group activities using a problem-solving approach (e.g., devise an attacking and defending strategy in a mass participation game...)                                      |                |          |          |          |          |          |
| K.1.5.C.4 Show an understanding of teamwork and fair play while participating in different physical activities (e.g., suggest rule changes to improve fairness of the game...)   |                |          |          |          |          |          |
| S.1.5.A.1 Perform transport skills for control, applying mechanical principles (e.g., angle of projection, gravity, absorption...) while traveling alone and/or with others, with or without obstacles                     |                |          |          |          |          |          |

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| 5<br>Fifth Grade - Curricular Competencies  | Learn to Train |          |          |          |          |          |
|---|----------------|----------|----------|----------|----------|----------|
|   | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Movement</b>   |                |          |          |          |          |          |
| S.1.5.A.2 Perform manipulation skills for control (e.g., hand dribbling and foot dribbling a ball for maintaining control...), applying mechanical principles (e.g., body alignment, application of force, addition of forces...) while traveling alone and/or with others  |                |          |          |          |          |          |
| S.1.5.A.3 Demonstrate static balances showing different body shapes (e.g., tuck, straddle, pike, straight...), applying mechanical principles, (i.e., lower centre of gravity, increased base of support, keeping line of centre of gravity within base of support), using a variety of equipment (e.g., mats, balance boards, skates, scooters...) |                |          |          |          |          |          |
| S.1.5.B.1 Combine selected movement skills (i.e., extensions or variations of basic movement skills) in a variety of individual and dual-type lead-up activities/games, including innovative activities (e.g., rallying, two-on-two activities...)  |                |          |          |          |          |          |
| S.1.5.B.2 Combine selected movement skills (e.g., extensions, variations...) in a variety of group/team activities/games, including innovative activities (e.g., modified soccer, cooperative challenges...)  |                |          |          |          |          |          |
| S.1.5.B.3 Perform simple officiating duties (e.g., refereeing, scorekeeping, timekeeping, making line calls for out of bounds...) in class physical activities  |                |          |          |          |          |          |
| S.1.5.D.1 Demonstrate functional use of basic rhythmic steps, positions, and patterns in repeatable sequences (e.g., aerobics, jump rope, creative dance, folk dances...), showing two or more different styles/traditions  |                |          |          |          |          |          |
| S.1.5.D.2 Demonstrate functional use of combining two or more selected movement skills and applying movement concepts (e.g., combine travelling, rolling, balancing, and weight transfer into smooth flowing sequences; showing contrast in direction, speed, flow...) in gymnastic-type sequences/routines (e.g., ball gymnastics)                 |                |          |          |          |          |          |

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| <span style="font-size: 2em; font-weight: bold;">5</span><br>Fifth Grade - Curricular Competencies   | Learn to Train |          |          |          |          |          |
|--|----------------|----------|----------|----------|----------|----------|
|  | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Fitness Management</b>  |                |          |          |          |          |          |
| K.2.5.A.1 Identify health- related fitness components (e.g., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition) and one example of an appropriate exercise/activity for each component (e.g., skip rope for cardiovascular endurance development...)                        |                |          |          |          |          |          |
| K.2.5.B.1 Identify the fitness benefits (i.e., muscle and bone development, decreased susceptibility to stress, positive self-esteem, faster heart-rate recovery) of moderate to vigorous fitness-type activities over time  |                |          |          |          |          |          |
| K.2.5.C.1a Recognize the terms associated with the function of the cardiovascular system (i.e., resting heart rate, maximum heart rate, target heart rate, blood pressure, recovery heart rate) in context of exercise and physical activity   |                |          |          |          |          |          |
| K.2.5.C.1b Describe the effects of aerobic activities and inactivity on the cardiovascular system (i.e., lowers/raises resting heart rate, increased/decreased heart size, increase/decrease stroke volume)  |                |          |          |          |          |          |
| K.2.5.C.2 Show an understanding of the factors (e.g., planning, regular participation, effort, adequate information, motivation, commitment, regular monitoring...) affecting personal fitness development   |                |          |          |          |          |          |
| K.2.5.C.3 Show an understanding that stretching exercises for the major muscle groups should be held for a minimum length of time to be effective (e.g., as long as it feels comfortable which is usually 10-30 seconds with 3-5 repetitions...)   |                |          |          |          |          |          |
| K.2.5.C.4 Determine the intrinsic (e.g., enjoyment, enhanced health, level of success, increased energy level, affiliation...) and extrinsic (e.g., awards, media, sport heroes, family, peers...) factors that motivate participation for fitness development   |                |          |          |          |          |          |
| S.2.5.A.1a Demonstrate correct execution of exercises (e.g., keeping body straight for push-ups, keeping legs bent for curl-ups...) designed to improve and maintain personal fitness associated with health-related components  |                |          |          |          |          |          |
| S.2.5.A.1b Participate in continuous aerobic activity for a sustained period of time, while maintaining target heart rate  |                |          |          |          |          |          |
| S.2.5.A.2 Demonstrate use of short-cut methods (e.g., 6-second count x 10; 10-second count x 6...) and/or technology (e.g., heart rate monitors...) for monitoring heart-rate counts before, during, and after activities, and relate to target heart-rate zones (e.g., general health, basic fitness, healthy heart...) |                |          |          |          |          |          |
| S.2.5.A.3b Compare own fitness results and physical activity participation over a period of time (e.g., beginning, middle, end of school year...) to check and revise personal goals   |                |          |          |          |          |          |

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| 5<br>Fifth Grade - Curricular Competencies  | Learn to Train |          |          |          |          |          |
|---|----------------|----------|----------|----------|----------|----------|
|   | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| Safety  |                |          |          |          |          |          |
| K.3.5.A.1 Show an understanding of safe practices (e.g., take turns, position self at a safe distance, be respectful of varying ability levels...)when helping others while practising in regular or modified physical activities   |                |          |          |          |          |          |
| K.3.5.A.2 Show an understanding of safe stretching technique (e.g., sustained rather than "bounce" stretching, proper body alignment, keeping within the joints' normal range of motion...) of selected exercises (e.g., calf stretch, modified hurdle stretch, arm circles...) in warm-up and cool-down routines |                |          |          |          |          |          |
| K.3.5.A.4 Develop guidelines and behaviours for safety related to potential hazards and risks regarding equipment and facility use (e.g., protruding objects, condition of the floor, mats in jumping/ landing activities...)   |                |          |          |          |          |          |
| K.3.5.A.5a Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g., jogging, cycling, tobogganing/ sliding, snowboarding, skiing, in-line skating...)   |                |          |          |          |          |          |
| K.3.5.B.1 Investigate safety concerns in the community and/or the media related to road, traffic, bus transportation, recreational vehicles, and unsupervised areas   |                |          |          |          |          |          |
| K.3.5.B.2 Describe ways to respond appropriately to potentially dangerous situations related to environmental conditions (e.g., floods, fires, extreme weather conditions, icy conditions, lightning...) relevant to self   |                |          |          |          |          |          |
| K.3.5.B.4 Identify available community supports that promote safety and community health (e.g., helplines, dentists, doctors, nurses, police officers, social workers, security guards, lifeguards, natural healing modalities, physiotherapists, block parents...)   |                |          |          |          |          |          |
| K.3.5.B.5a Describe examples of problems (e.g., school yard/street fight, sibling conflicts, bullying, harassment, ridiculing, excessive teasing, baby shaking...) related to physical and verbal abuse with regard to safety of others   |                |          |          |          |          |          |
| K.3.5.B.5b Describe safety guidelines (e.g., play in supervised areas, follow code of conduct...) and the use of strategies (i.e., conflict resolution skills) to deal with bullies and harassment in a variety of situations (e.g., classroom, sports, playground...)  |                |          |          |          |          |          |
| K.3.5.B.6a Identify safety guidelines to protect self and others in potentially sexually abusive situations (e.g., exploitative behaviour; sex-related Internet sites, television, and videos; flashers; secluded places; alone on streets late at nights...)   |                |          |          |          |          |          |
| K.3.5.B.6b Describe indicators of abusive relationships (e.g., behaviours that are threatening, harassing, secretive, or cause physical and/or mental injury, pain, or discomfort...)   |                |          |          |          |          |          |



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|--|----------------|----------|----------|----------|----------|----------|
|  | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Personal/Social Management</b>  |                |          |          |          |          |          |
| K.4.5.A.1 Identify how one's self-concept and feelings are affected by others (e.g., praise/success/ encouragement build confidence, ridicule/insults hurt feelings...)  |                |          |          |          |          |          |
| K.4.5.A.2a Identify ways of setting group goals (e.g., by consensus, by arbitrary decision, by taking turns...) for cooperative learning and team-building   |                |          |          |          |          |          |
| K.4.5.A.2b Describe the importance of self-regulation and taking responsibility for one's own actions (e.g., gain the respect of others, personal achievement, quality of life, active participation, being a good team player...) for personal success  |                |          |          |          |          |          |
| K.4.5.A.3 Identify the influence of self (e.g., personal goals, emotions...) and others (e.g., expectations of family, teachers and friends; values and beliefs of home, religion, culture, community, society in general,...) on setting priorities and making responsible personal decisions (e.g., academic achievement, leisure activities...)   |                |          |          |          |          |          |
| K.4.5.B.1a Describe behaviours (e.g., listen without interrupting, avoid ridicule or teasing, use inclusive language and actions...) that show respect for the rights and feelings of others   |                |          |          |          |          |          |
| K.4.5.B.1b Recognize the role of activities and events (e.g., games, sports, dances, social events, cultural events...) in getting to know and understand others of similar and different cultures   |                |          |          |          |          |          |
| K.4.5.B.2a Review verbal and non-verbal behaviours that help (e.g., listening, keeping secrets, smiling...) and hinder (e.g., betraying loyalty, making fun of, not listening, interrupting, using inappropriate body language...) communication for building positive relationships   |                |          |          |          |          |          |
| K.4.5.B.2b Identify qualities (e.g., honesty, support, reliability, common interests, loyalty, fairness...) that are important in establishing and maintaining a friendship  |                |          |          |          |          |          |
| K.4.5.B.3a Identify components (e.g., personal triggers, anger cues, hidden anger...) of anger management and strategies (e.g., be aware, back off, check out choices and consequences, decide and do...) for self-control in different contexts   |                |          |          |          |          |          |
| K.4.5.B.3b Identify misunderstandings and/or miscommunications (e.g., portrayal of violence; ethnic, gender, and racial bias...) related to messages in the media that could cause or affect conflict  |                |          |          |          |          |          |
| K.4.5.B.3c Show an understanding of the steps in a conflict resolution process (i.e., identify the goal; identify constraints and limiting conditions, and possible options; choose best option; evaluate for effectiveness...) and conflict resolution strategies (e.g., admit mistakes, apologize when appropriate, calm self when upset, verbalize what happened, look at things from another perspective, show empathy...) to negotiate disputes and de-escalate conflicts |                |          |          |          |          |          |

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|---|----------------|----------|----------|----------|----------|----------|
|   | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Personal/Social Management</b>   |                |          |          |          |          |          |
| K.4.5.B.4 Identify and assess strategies (e.g., using decision-making/ problem-solving process, saying “no” assertively, walking away/ staying away, using conflict resolution skills...) for preventing or avoiding uncomfortable or dangerous situations  |                |          |          |          |          |          |
| S.4.5.A.1 Use goal-setting process to set and monitor progress for a group goal (e.g., project work, group, gymnastic routine, prediction run...)   |                |          |          |          |          |          |
| S.4.5.A.2 Demonstrate the ability to set priorities for possible solutions that show responsible decision-making for physically active and healthy living choices   |                |          |          |          |          |          |
| S.4.5.A.3 Demonstrate functional use of interpersonal skills (e.g., listen attentively, summarize information, clarify feelings, abstain from put-downs, be encouraging, play fairly, be inclusive, show non-aggressive behaviour, resist negative influences...) for getting along with others in making group decisions while participating in class activities   |                |          |          |          |          |          |
| <b>Healthy Lifestyle Practices</b>  |                |          |          |          |          |          |
| K.5.5.A.3 Examine dental hygiene practices and dental services (e.g., cleaning, fillings, root canals, fluoride treatment, braces, extractions...) for the prevention of plaque build-up, bad breath, tooth decay and/or dental disease   |                |          |          |          |          |          |
| K.5.5.D.1 Distinguish between medicinal and non-medicinal substances and their appropriate use (e.g., prescription drugs from a doctor to treat an illness rather than drugs obtained illegally; vitamins to meet daily requirements, ventilators/puffers for asthma, epi-pens for allergies; over-the-counter drugs used for health reasons rather than for performance enhancement...)                            |                |          |          |          |          |          |
| K.5.5.D.2 Describe effects and consequences of substance use (e.g., alcohol and tobacco, street drugs...) on body systems (e.g., alcohol affects the brain, liver, and nervous system; alcohol affects fetal development in a pregnant woman; tobacco and smoke affect the respiratory and circulatory systems; street drugs change a person’s behaviour and cause harmful physical effects and may cause death...) |                |          |          |          |          |          |
| K.5.5.D.3 Identify peer, cultural, media, and social influences related to substance use and abuse (e.g., dares from friends, pressure to belong to a group, attractive advertisement/ television/ videos, family/cultural/ religious values, peer pressure from groups and gangs, alcoholics or smokers in the family...)  |                |          |          |          |          |          |
| K.5.5.E.1a Describe structure and function of the reproductive and endocrine systems of human beings (e.g., pituitary gland, estrogen, testosterone, progesterone, menstruation and spermatogenesis, fertilization, sexual intercourse...)  |                |          |          |          |          |          |

## Manitoba & Nunavut

| <span style="font-size: 2em; font-weight: bold;">5</span><br>Fifth Grade - Curricular Competencies   | Learn to Train |          |          |          |          |          |
|--|----------------|----------|----------|----------|----------|----------|
|  | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Healthy Lifestyle Practices</b>   |                |          |          |          |          |          |
| K.5.5.E.1c Describe how heredity (e.g., chromosomes, DNA...) influences growth and characteristics that contribute to personal identity(e.g.,height,eyecolour,bonestructure,hairecolour,bodybuild, individual growth patterns, features, fraternal and identical twins...)   |                |          |          |          |          |          |
| K.5.5.E.2 Identify the social-emotional changes associated with puberty(e.g.,sexualattraction,fluctuationofmoods,insecurities...)  |                |          |          |          |          |          |
| K.5.5.E.3a Identify influences (e.g., families, friends, role models, religion, culture, media, advertising and videos, social trends, fashion...) on sexuality and gender roles   |                |          |          |          |          |          |
| K.5.5.E.3b Identify how social and cultural influences affect sexuality and gender roles (i.e., similarities and differences, such as cultural rituals and traditions)   |                |          |          |          |          |          |
| K.5.5.E.3c Identify the responsibilities (e.g., change for physical activities, bathe frequently, use deodorant, use sanitary products, respect private spaces, keep personal matters private, show consideration for others, respect differences, do not ridicule...) associated with physical, social, and emotional changes during puberty(e.g.,bodyodour,menstruation,erectioins,emissions,peer pressure, social etiquette, insecurity...) |                |          |          |          |          |          |
| K.5.5.E.4a Identify characteristics (e.g., transmitted through sexual activity and contact with body fluids; may be fatal...) and effects of HIV and AIDS on the immune system (e.g., destroys specific white cells)   |                |          |          |          |          |          |
| S.5.5.A.4 Apply strategies (i.e., using the decision- making model, practising saying no, walking away, getting help from a safe adult) for preventing or avoiding substance use and abuse (e.g., tobacco, alcohol, street drugs, performance- enhancing drugs, sniffing....) in different case scenarios  |                |          |          |          |          |          |
| S.5.5.A.5 Apply decision-making process in case scenarios related to issues associated with puberty (e.g., timing of physical changes, teasing related to different developmental rates, being discreet, respecting privacy of others, being sexually active, showing affection...)  |                |          |          |          |          |          |

## Manitoba & Nunavut

| <span style="font-size: 2em; font-weight: bold;">6</span><br>Sixth Grade - Curricular Competencies   | Learn to Train |          |          |          |          |          |
|--|----------------|----------|----------|----------|----------|----------|
|  | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Movement</b>  |                |          |          |          |          |          |
| K.1.6.A.1 Recognize that there are different applications of the basic movement skills to different physical activities (e.g., striking skill used in baseball, hockey, paddle ball...)  |                |          |          |          |          |          |
| K.1.6.B.1 Determine personal and uncontrollable factors (i.e., body type and physical attributes, hereditary influences, varying rates in growth and development) that may affect movement skill development   |                |          |          |          |          |          |
| K.1.6.B.2 Identify biomechanical concepts (i.e., application and amount of force, range of motion, number of body segments) related to applying force in sending and receiving activities (e.g., overhead throwing with preparatory steps, full backswing, full trunk rotation, and follow-through...)               |                |          |          |          |          |          |
| K.1.6.B.3 Design movement sequences (e.g., group routine in rhythmic gymnastics...) that show contrast in qualities of movement (e.g., levels, pathways, directions...) and formations (e.g., circles, lines, scattered...) performed in a group   |                |          |          |          |          |          |
| K.1.6.C.1 Adapt the rules of lead-up games based on criteria predetermined through problem-solving activities (e.g., suggest rule changes for enhanced activity, inclusivity, and/or safety...)  |                |          |          |          |          |          |
| K.1.6.C.2 Use activity-specific terminology (e.g., bump, volley, free throw, serve...) associated with selected lead-up games and physical activities  |                |          |          |          |          |          |
| K.1.6.C.3 Identify simple offensive and defensive strategies (e.g., give and go, marking an opponent, formations...) employed in lead-up games of different sports   |                |          |          |          |          |          |
| K.1.6.C.4 Identify examples of fair play and good teamwork by others (e.g., shows respect for all players, makes encouraging remarks to other players...) in different physical activities   |                |          |          |          |          |          |
| S.1.6.A.1 Perform extensions and/or variations of transport skills (e.g., sprinting, jumping, springing, rotating...), applying mechanical principles (e.g., speed is affected by the weight of body, range of motion, number of involved body segments, application of force...) for speed, height, and/or distance |                |          |          |          |          |          |
| S.1.6.A.2 Perform manipulation skills (e.g., throwing, kicking, catching...), applying mechanical principles (e.g., range of motion, number of body segments, application of force, absorption of force...) for accuracy and distance  |                |          |          |          |          |          |
| S.1.6.A.3 Demonstrate dynamic balance (e.g., cartwheels, running backwards, kicking...), applying mechanical principles (i.e., lower centre of gravity, increased base of support, keeping the line of centre of gravity at the edge of the base of support in the direction of force application) for stability     |                |          |          |          |          |          |

## Manitoba & Nunavut

| <span style="font-size: 2em; font-weight: bold;">6</span><br>Sixth Grade - Curricular Competencies  | Learn to Train |          |          |          |          |          |
|---|----------------|----------|----------|----------|----------|----------|
|   | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Movement</b>   |                |          |          |          |          |          |
| S.1.6.B.1 Apply functional use of selected movement skills (e.g., leaping, rolling, striking a ball with or without an implement...) to a variety of individual/dual games/sport activities, including multicultural games (e.g., Inuit games, gymnastics, paddle ball, handball...)                                |                |          |          |          |          |          |
| S.1.6.B.2 Apply functional use of selected movement skills (e.g., batting, dribbling, throwing and catching with an implement...) to a variety of team games/sports, including multicultural games (e.g., modified lacrosse, kanga ball, modified basketball...)  |                |          |          |          |          |          |
| S.1.6.B.3 Demonstrate the ability to work cooperatively/collaboratively in planning, organizing, and/or officiating physical activities   |                |          |          |          |          |          |
| S.1.6.C.1 Apply functional use of selected movement skills and variations (i.e., transport and balance skills), using various equipment and in a variety of environments (e.g., skating, swimming, cross-country skiing, snow soccer...)  |                |          |          |          |          |          |
| <b>Fitness Management</b>   |                |          |          |          |          |          |
| K.2.6.A.1 Recognize the health and skill-related fitness components (e.g., agility, power, reaction time, speed, co-ordination) that contribute to skill development  |                |          |          |          |          |          |
| K.2.6.C.1a Identify the names of the main bones (e.g., humerus, ulna, radius, femur, tibia, fibula, scapula, clavicle, ribs, pelvis, skull...) and function (i.e., shape, support, protection) of the human skeletal system in context of exercise and physical activity  |                |          |          |          |          |          |
| K.2.6.C.1b Describe the effects of exercise and inactivity on the human skeletal system (i.e., increased/decreased bone density; increased/decreased bone mass)   |                |          |          |          |          |          |
| K.2.6.C.3 Identify the proper techniques (e.g., slow, sustained, within comfort zone, focus on target muscles, minimize other body parts, stretch to the limit of the movement, slow and rhythmical breathing...) and harmful techniques (e.g., bouncing, swinging, stretching too hard...) in stretching exercises |                |          |          |          |          |          |
| K.2.6.C.4 Review behaviours (e.g., make positive remarks, cheer for others, make encouraging gestures...) that encourage effort and participation of others   |                |          |          |          |          |          |
| S.2.6.A.1a Participate in exercises/activities (e.g., juggling for developing coordination, obstacle course for agility...) designed to improve and maintain personal fitness associated with health-related and skill-related fitness components   |                |          |          |          |          |          |

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| <span style="font-size: 2em; font-weight: bold;">6</span><br>Sixth Grade - Curricular Competencies   | Learn to Train |          |          |          |          |          |
|--|----------------|----------|----------|----------|----------|----------|
|  | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Fitness Management</b>  |                |          |          |          |          |          |
| S.2.6.A.1b Demonstrate proper technique (i.e., pacing) while participating in continuous aerobic activity for a sustained period of time, while maintaining target heart rate  |                |          |          |          |          |          |
| S.2.6.A.2 Compare own heart rate during aerobic activity to the general target heart-rate zones (e.g., general health, basic fitness, healthy heart...)  |                |          |          |          |          |          |
| S.2.6.A.3a Demonstrate the use of assessment strategies (e.g., activity log, activity calendar, stopwatch, computer database program, heart-rate monitor...) to determine, organize, and record fitness results and physical activity participation                                    |                |          |          |          |          |          |
| <b>Safety</b>  |                |          |          |          |          |          |
| K.3.6.A.2 Determine how environmental conditions can influence safety while exercising outdoors (e.g., effects of ultraviolet rays, hot sunny weather can lead to heat exhaustion and sunburn, cold weather and high wind-chill factors increase risk of hypothermia and frostbite...) |                |          |          |          |          |          |
| K.3.6.A.3 Recognize reasons (e.g., safety, personal hygiene, comfort, ease of movement...) for appropriate dress for physical activities in different weather and environmental conditions (e.g., sunny, cold, windy, wet...)  |                |          |          |          |          |          |
| K.3.6.A.5b Outline the emergency steps (e.g., stay clear of traffic, seek help, apply first aid...) related to bicycle incidents or accidents  |                |          |          |          |          |          |
| K.3.6.B.1 Describe safe and unsafe situations at home, at school, and in the community while caring for self and others (i.e., playgrounds, babysitting, Internet use, shaken baby syndrome)   |                |          |          |          |          |          |
| K.3.6.B.3 Show an understanding of basic injuries/conditions (i.e., bleeding, heat-exhaustion, heat stroke, frostbite, hyperthermia, hypothermia) and basic first-aid procedures (i.e., seek adult help, rest, compression, avoid touching/handling body fluids)                       |                |          |          |          |          |          |
| K.3.6.B.4 Describe ways to seek help related to different types of accidents and/or dangerous situations (i.e., situations involving vehicles, bicycles, water, fire, choking, thin ice, violence, shaken baby syndrome, babysitting)  |                |          |          |          |          |          |
| S.3.6.A.2 Demonstrate basic first-aid procedures (e.g., seek adult help, get ice, locate first-aid kit, avoid contact with body fluids...) for common injuries/conditions (e.g., nosebleeds, cuts, bumps, asthma attacks...)   |                |          |          |          |          |          |



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| <span style="font-size: 2em; font-weight: bold;">6</span><br>Sixth Grade - Curricular Competencies  | Learn to Train |          |          |          |          |          |
|---|----------------|----------|----------|----------|----------|----------|
|   | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Personal/Social Management</b>   |                |          |          |          |          |          |
| K.4.6.A.1 Describe individual characteristics (e.g., gender, race, family, religion, community, appearance, interests, hobbies, preferred learning approaches...) that contribute to the development of personal identity, self-confidence, and self-efficacy   |                |          |          |          |          |          |
| K.4.6.A.2a Identify and revise short- and long-term goals (e.g., using a student planner for school work, training for a marathon relay team, saving money...) for personal management (i.e., tasks, time, responsibilities)  |                |          |          |          |          |          |
| K.4.6.A.2b Determine effective time-management techniques and organizational skills (e.g., making lists, setting priorities...) for personal planning (e.g., preparing for tests, examinations, projects, competition...)   |                |          |          |          |          |          |
| K.4.6.A.3 Describe how personal factors (e.g., emotions, time, previous experience, prior knowledge, personal goals, abilities, religion...) and social factors (e.g., peers, friends, trends, society, culture, media, advertising...) influence making responsible and health-enhancing decisions (e.g., participating in daily physical activity...) |                |          |          |          |          |          |
| K.4.6.B.1a Identify the influences (e.g., family beliefs/values, role models, peers, advertising, television, movies...) that help or hinder responsible, social decision-making (e.g., choosing friends, choosing activities, communicating with others...)  |                |          |          |          |          |          |
| K.4.6.B.1b Recognize personal participation and responsibility (e.g., respect for and acceptance of individual differences, awareness of social norms and values, concern and compassion for others, cooperation, motivation to solve interpersonal problems...) in different social contexts   |                |          |          |          |          |          |
| K.4.6.B.2a Identify different styles of communication (i.e., passive, aggressive, assertive) and their characteristics (e.g., passive is ignoring an issue, aggressive is confronting an issue without thinking it through, assertive is addressing an issue with tact...)  |                |          |          |          |          |          |
| K.4.6.B.2b Identify the behaviours (e.g., showing respect, fulfilling a commitment, abstaining from putdowns, helping others who are experiencing difficulty, following directions, being encouraging...) that are important for working cooperatively and  |                |          |          |          |          |          |
| K.4.6.C.1a Determine strategies for sharing and expressing feelings in appropriate ways (e.g., talking out conflicts with safe adult assistance, using self-statements or self-talk for control, using active listening, participating in physical activities...)   |                |          |          |          |          |          |

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| 6                                 | Sixth Grade - Curricular Competencies  | Learn to Train |          |          |          |          |          |
|-----------------------------------|--|----------------|----------|----------|----------|----------|----------|
|                                   |  | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Personal/Social Management</b> |  |                |          |          |          |          |          |
|                                   | K.4.6.C.1b Recognize the range of emotions that may be experienced when loss occurs, including the stages of grief (e.g., denial, anger, bargaining, sadness, depression, acceptance...) and where to go for help (e.g., family, teacher)  |                |          |          |          |          |          |
|                                   | K.4.6.C.2 Identify the personality traits) e.g., sense of humour, adaptability, patience, understanding...) that are conducive to handling stress and showing resiliency (i.e., ability to bounce back in stressful situation)   |                |          |          |          |          |          |
|                                   | K.4.6.C.3 Describe the General Adaptation Syndrome (GAS) relating to stress and the body's response at the various stages (i.e., alarm stage, resistance stage, exhaustion stage)  |                |          |          |          |          |          |
|                                   | K.4.6.C.4a Identify stress management strategies (e.g., using self-statements or self-talk, talking to parents, keeping an anger self-inventory, participating in physical activity, keeping a sense of humour...) for controlling anger in different situations (e.g., being called names, losing a game, being pressured by parents or peers...)                           |                |          |          |          |          |          |
|                                   | S.4.6.A.1 Assess and revise personal health and academic goals (e.g., fitness goal, movement skill goal, nutrition goal, active living goal, personal health practice goal, academic goal...) to enhance health and wellbeing  |                |          |          |          |          |          |
|                                   | S.4.6.A.2 Determine positive and negative consequences of possible solutions as part of the decision-making/problem-solving process for making healthy living choices  |                |          |          |          |          |          |
|                                   | S.4.6.A.3 Demonstrate functional use of interpersonal skills (e.g., fair play, use of inclusive language and actions...) for inclusion of others in different types of physical activities (e.g., low-competitive, cooperative, multicultural...)  |                |          |          |          |          |          |
|                                   | S.4.6.A.5 Demonstrate the functional use of stress management strategies (e.g., using self-statements or positive self-talk, talking with others, taking time-outs, counting to 10, focusing, breathing deeply...) for managing stress in case scenarios related to a variety of situations (e.g., competition, anger, tests, public speaking, conflict, change, failure...) |                |          |          |          |          |          |

## Manitoba & Nunavut

| 6                                  | Sixth Grade - Curricular Competencies  | Learn to Train |          |          |          |          |          |
|------------------------------------|--|----------------|----------|----------|----------|----------|----------|
|                                    |  | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Healthy Lifestyle Practices</b> |  |                |          |          |          |          |          |
|                                    | K.5.6.A.1 Outline the importance of regular hygiene practices during adolescent years (i.e., effective washing helps to control acne and body odour, use of deodorant helps to control body odour, dental hygiene for maintenance, appearance and fresh breath)  |                |          |          |          |          |          |
|                                    | K.5.6.A.2 Identify practices and policies that support healthy schools and communities (e.g., school code of conduct, adequate supervision, school and community activities, labelling of hazardous products, evacuation procedures, fluoride treatment of drinking water, public health services...)  |                |          |          |          |          |          |
|                                    | K.5.6.B.1 Recognize the physical benefits (e.g., reduces risk of heart disease, obesity, diabetes II, osteoporosis, colon cancer...) and the socio-emotional benefits (e.g., reduced anxiety and stress, enhanced sense of belonging, positive use of leisure time, opportunity to meet people...) of participating in daily physical activities |                |          |          |          |          |          |
|                                    | K.5.6.B.2 Identify responsible decisions (e.g., play outside rather than watch television or sit at a computer, invite friends to play, play safely, participate fully in physical education class, play community sports...) that promote daily physical activity   |                |          |          |          |          |          |
|                                    | K.5.6.B.3 Identify the positive and negative influences of media and other sources on promoting active living (e.g., commercials, sport and special event coverage, physical activity promotions such as fundraising walkathons/ runs...)  |                |          |          |          |          |          |
|                                    | K.5.6.C.1a Identify food choices and types of physical activity for a healthy body (i.e., for bone development)  |                |          |          |          |          |          |
|                                    | K.5.6.C.1b Demonstrate an understanding of the combined benefit of daily healthy food choices and physical activity on a healthy body (i.e., for bone development during adolescence)  |                |          |          |          |          |          |
|                                    | K.5.6.C.2 Identify daily nutrition habits and fluid intake practices to support healthy participation in various types of physical activities  |                |          |          |          |          |          |
|                                    | S.5.6.A.1 Develop a personal action plan for daily personal health practices during adolescent years   |                |          |          |          |          |          |
|                                    | S.5.6.A.2 Develop a personal action plan for daily active living, including ways to adhere to the plan   |                |          |          |          |          |          |
|                                    | S.5.6.A.3a Assess personal food intake and activity for a period of 1 to 3 days, based on daily recommended requirements   |                |          |          |          |          |          |
|                                    | S.5.6.A.3b Use problem-solving strategies to improve personal nutrition and daily physical activity habits for a healthy body (i.e., bone development)   |                |          |          |          |          |          |

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| 7<br>Seventh Grade - Curricular Competencies  | Learn to Train |          |          |          |          |          |
|---|----------------|----------|----------|----------|----------|----------|
|   | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Movement</b>   |                |          |          |          |          |          |
| K.1.7.A.1 Recognize characteristics of selected movement skills and patterns (e.g., overhead throwing pattern...) as applied in a variety of physical activities, including invasion and fielding-type activities (e.g., baseball, football, overhand volleyball serve...)  |                |          |          |          |          |          |
| K.1.7.B.1 Examine external factors (i.e., cost, facility availability, practice opportunities outside school) that may affect movement skill development  |                |          |          |          |          |          |
| K.1.7.B.2 Identify the biomechanical concepts for efficient movement (i.e., leverage) as it relates to striking activities (e.g., shorter radius of rotation reduces force, as in choking up on a bat...)   |                |          |          |          |          |          |
| K.1.7.B.3 Analyze movement concepts (i.e., body awareness, space awareness, qualities of effort, relationships) as they apply to invasion-type activities (e.g., offensive pass to an "open space;...") and fielding-type activities (e.g., body position to catch fly ball or grounder in cricket...)  |                |          |          |          |          |          |
| K.1.7.C.1 Identify the importance of following rules (i.e., safety, control, fair play, inclusion, enjoyment, entertainment) of selected sports and games   |                |          |          |          |          |          |
| K.1.7.C.2 Show an understanding of the specific terminology associated with selected sports and games, including territory/ invasion (e.g., lacrosse, soccer...) and striking/fielding-type activities (e.g., baseball, cricket...)   |                |          |          |          |          |          |
| K.1.7.C.3 Determine basic offensive and defensive strategies (e.g., hitting to an open space, shuffle-step to maintain a guarding position...) in games including invasion and striking/fielding-type activities  |                |          |          |          |          |          |
| K.1.7.C.4 Distinguish between fair play behaviour (e.g., showing respect for rules, officials, and opponents...) and unethical behaviours (e.g., cheating, arguing with an official, foul play...) regarding participation in physical activities and/or sports   |                |          |          |          |          |          |
| S.1.7.A.2 Perform manipulations skills (e.g., bouncing, rolling, striking...), applying mechanical principles (e.g., length of lever, range of motion, number of body segments, application of force...) for consistency  |                |          |          |          |          |          |
| S.1.7.A.3 Demonstrate balance abilities (i.e., static, dynamic), applying mechanical principles (i.e., lower centre of gravity, increased base of support, keeping line of centre of gravity within base of support) for stability and strength in cooperative-type activities (e.g., team-building activities, rescuing activities, pulling activities...) |                |          |          |          |          |          |

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| 7<br>Seventh Grade - Curricular Competencies   | Learn to Train |          |          |          |          |          |
|--|----------------|----------|----------|----------|----------|----------|
|  | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Movement</b>  |                |          |          |          |          |          |
| S.1.7.B.1 Apply functional use of selected and/or activity-specific movement skills (e.g., dropshot, high jumping, kicking...) in a variety of individual/dual games/sports (e.g., badminton, track and field activities, hacky-sack...)   |                |          |          |          |          |          |
| S.1.7.B.2 Apply functional use of selected and/or activity-specific movement skills with a defensive and/or offensive component (e.g., faking out an opponent, guarding, running for positioning to catch a ball, batting...) in a variety of games/sports, including invasion (e.g., basketball...) and striking/fielding                                     |                |          |          |          |          |          |
| S.1.7.C.1 Apply functional use of selected activity-specific skills (e.g., care and carrying of equipment, compass and map reading, star turn, snow-plough...) in alternative pursuits (e.g., orienteering, hiking, skiing...)   |                |          |          |          |          |          |
| S.1.7.D.1 Design and perform rhythmic sequences that use movement concepts (i.e., shows contrast in directions, effort, leading/ following), and selected rhythmic steps, positions, and patterns in rhythmic activities related to own culture or culture of interest (e.g., bench step aerobics, square dance, novelty dance, highland dance, hoop dance...) |                |          |          |          |          |          |
| S.1.7.D.2 Design and perform movement sequences with others that use movement concepts (e.g., leading, following...) and selected activity-specific skills, using small or large apparatus (e.g., rhythmic sportive gymnastics, artistic gymnastics, stuntastics, educational gymnastics...)   |                |          |          |          |          |          |
| <b>Fitness Management</b>  |                |          |          |          |          |          |
| K.2.7.A.1 Sort and classify physical activities/exercises (e.g., jogging, cycling, weight training, gymnastics...) that are best suited to developing each of the health-related fitness components (e.g., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition)   |                |          |          |          |          |          |
| K.2.7.B.1 Promote the benefits of physical activity (e.g., greater work capacity, performance enhancement, healthy weight, prevention of injuries, prevention of disease such as cardiovascular and type II diabetes, and prevention of depression...) for optimal health and fitness  |                |          |          |          |          |          |
| K.2.7.C.1a Identify the names and locations of the major muscle groups (e.g., biceps, triceps, pectorals, abdominals, quadriceps, hamstrings...) in context of exercise and physical activity  |                |          |          |          |          |          |

## Manitoba & Nunavut

| <span style="font-size: 2em; font-weight: bold;">7</span><br>Seventh Grade - Curricular Competencies  | Learn to Train |          |          |          |          |          |
|---|----------------|----------|----------|----------|----------|----------|
|   | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Fitness Management</b>   |                |          |          |          |          |          |
| K.2.7.C.1b Describe the effects of exercise and inactivity (i.e., increased/decreased strength, hypertrophy/ atrophy, increased/ decreased lean muscle, increased/decreased elasticity, increased/ decreased muscle tone) on the muscular system  |                |          |          |          |          |          |
| K.2.7.C.2 Identify and explain the F.I.T.T. principle (i.e., frequency, intensity, time, and type of activity)  |                |          |          |          |          |          |
| K.2.7.C.3 Describe the purpose of a warm-up (e.g., increased circulation, increased body temperature, mental preparation, increased focus on task, prevention of injuries, improved performance...) and a cooldown (e.g., lowers heart rate gradually, prevention of dizziness/ blood pooling, minimize muscle stiffness/soreness...) for physical activity participation |                |          |          |          |          |          |
| K.2.7.C.4 Identify personal factors and preferences for choosing physical activities (e.g., personal interests, influence of friends, appreciation of the outdoors, affiliation, competition, cooperation, fun...) for fitness and health   |                |          |          |          |          |          |
| S.2.7.A.1a Demonstrate behaviours (e.g., regular participation, correct and safe execution, appropriate intensity level, self-monitoring, self-discipline...) for personal fitness goal attainment  |                |          |          |          |          |          |
| S.2.7.A.1b Participate in continuous aerobic activity for a sustained period of time related to rate of perceived exertion and general heart-rate zones   |                |          |          |          |          |          |
| S.2.7.A.2 Determine the relationship between the rate of perceived exertion and the general heart-rate target zones (e.g., the level of exertion is somewhat difficult but the ability to talk remains while exercising in a healthy heart zone...)   |                |          |          |          |          |          |
| S.2.7.A.3b Chart own fitness results (e.g., using information technology...) throughout the year to determine effects of participation and/or specific training on personal progress  |                |          |          |          |          |          |



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|  | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| Safety   |                |          |          |          |          |          |
| K.3.7.A.1 Determine safety rules, routines, and procedures related to selected activities, including invasion and fielding-type activities (e.g., no blocking or tackling in flag football...)   |                |          |          |          |          |          |
| K.3.7.A.2 Determine personal responsibilities (e.g., keep inhalator handy for asthmatic condition when participating in aerobic activities...) and risk levels (e.g., low personal strength/fitness level may result in back injury during lifting activities...) in performing specific exercises |                |          |          |          |          |          |
| K.3.7.A.3 Justify reasons (e.g., ease of movement; personal hygiene; prevention of injury, sunburn, frostbite, hyperthermia and hypothermia...) for appropriate dress for selected physical activities   |                |          |          |          |          |          |
| K.3.7.A.4 Investigate factors related to facilities and equipment (e.g., eye protection for court sports, ramps for wheelchair access, condition of field and/or court surfaces...) to ensure the safe inclusion of all students in selected activities  |                |          |          |          |          |          |
| K.3.7.A.5b Outline the emergency steps (e.g., seeking help, first aid...) related to water incidents or accidents (e.g., hypothermia, drowning...)   |                |          |          |          |          |          |
| K.3.7.B.1 Describe ways to respond to dangerous situations in community (i.e., school intruders, home invasion, hazing, Internet use)  |                |          |          |          |          |          |
| K.3.7.B.5a Describe scenarios that illustrate examples of physical, verbal, and emotional abusive behaviours in different relationships (i.e., within families; between friends; among peers; employers; groups; or gangs; sport teams; when baby sitting)   |                |          |          |          |          |          |
| K.3.7.B.5b Develop strategies (e.g., conflict resolution skills...) for avoiding situations (e.g., conflict between parents' and peer values, with the law, in competition, within school...) that can potentially lead to conflict and violence   |                |          |          |          |          |          |
| K.3.7.B.6a Establish safety guidelines to protect self and others from sexually abusive situations (e.g., pornography, incest, stalking, prostitution, sexual assault...)  |                |          |          |          |          |          |
| K.3.7.1.B.6b Demonstrate an understanding of skills (i.e., problem solving, conflict resolution, communication, assertiveness and anger management skills) in dealing with case scenarios related to sexually abusive situations and ways to seek help   |                |          |          |          |          |          |

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|  | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Personal/Social Management</b>  |                |          |          |          |          |          |
| K.4.7.A.1 Compare attitudes and behaviours (i.e., inclusive/exclusive, positive acceptance/rejection, open/discriminatory) that contribute to a sense of belonging   |                |          |          |          |          |          |
| K.4.7.A.2a Identify the obstacles (e.g., changing information, abilities, priorities, values, resources, attitudes, illness, injury, responsibilities...) that may influence achievement of and making revisions to personal goals and strategies (e.g., decision-making/problem-solving process...)                           |                |          |          |          |          |          |
| K.4.7.A.2b Describe the mental skills (i.e., goal-setting, focusing, stress-management skills, visualization, positive thinking) necessary to enhance performance, readiness, and satisfaction   |                |          |          |          |          |          |
| K.4.7.A.3 Explain the benefits of using the decision-making/problem-solving process for making responsible and health-enhancing personal decisions (e.g., prevents impulsive and/or negative decisions, contributes to long-term health benefits...)   |                |          |          |          |          |          |
| K.4.7.B.1a Identify socially acceptable behaviours (e.g., keep an open mind, show a willingness to try, recognize own feelings and emotions, step away from the situation if feeling anger...) for dealing with new situations and/or change (e.g., participating in new activities, choosing friends...)                      |                |          |          |          |          |          |
| K.4.7.B.1b Describe conduct (e.g., personal, group, team...) and ethical behaviours appropriate for engaging in physical activity and/or social events   |                |          |          |          |          |          |
| K.4.7.B.2a Identify the characteristics (e.g., compliance/ conflict, confidence level, tone of voice, eye contact, body language...) associated with each of the communication styles (e.g., passive, aggressive, assertive...) and leadership qualities (e.g., enthusiasm, presentation skills, reliability, organization...) |                |          |          |          |          |          |
| K.4.7.B.2b Identify areas within the school (e.g., staff, school teams, clubs...) and community (e.g., community projects...) that offer opportunities to make new friends and belong to a group (e.g., staff, school teams, clubs...)   |                |          |          |          |          |          |
| K.4.7.B.3a Identify anger management skills (e.g., use self-statements, participate in physical activities, write letters to express feelings...) as alternatives to aggression and violence   |                |          |          |          |          |          |
| K.4.7.B.3b Describe how conflict situations (i.e., change, new situations, negative group influences, dishonesty) affect personal behaviour and development (e.g., ability to adapt to new surroundings or routines, making new friends, coping with change, being assertive...)   |                |          |          |          |          |          |

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| 7                                  | Seventh Grade - Curricular Competencies  | Learn to Train |          |          |          |          |          |
|------------------------------------|--|----------------|----------|----------|----------|----------|----------|
|                                    |  | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Personal/Social Management</b>  |  |                |          |          |          |          |          |
|                                    | K.4.7.B.3c Review strategies (e.g., mediation, conflict resolution...), possible outcomes (i.e., win/win, win/lose, lose/win, lose/lose), and behaviours (e.g., compromising, negotiating, accommodating, blaming, avoiding, collaborating, consensus building) for conflict resolution among friends and/or peers                               |                |          |          |          |          |          |
|                                    | K.4.7.B.4 Describe appropriate use (e.g., saying “no” to negative peer pressure, differentiating between situations where assertiveness is/isn’t warranted...) of avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful social situations   |                |          |          |          |          |          |
|                                    | S.4.7.A.2 Develop criteria (e.g., cost, values, expectations, long-term benefits...) and a rating system for weighing the benefits of the alternatives for making physically active and healthy lifestyle choices in different cases scenarios (e.g., choosing to smoke, gamble, consume alcohol...)   |                |          |          |          |          |          |
|                                    | S.4.7.A.3 Demonstrate functional use of interpersonal skills (i.e., communicate effectively, cooperate/ collaborate, be respectful, be responsible) for dealing with new activities, situations, and/or changes in class activities  |                |          |          |          |          |          |
|                                    | S.4.7.A.4 Apply conflict resolution strategies (e.g., role play responses to conflict situations; participate in peer mediation...) to different scenarios (e.g., engaging with new classmates, moving to a new classroom, saying “no” to negative peer group influence...)  |                |          |          |          |          |          |
| <b>Healthy Lifestyle Practices</b> |  |                |          |          |          |          |          |
|                                    | K.5.7.D.1 Differentiate between the use and abuse (i.e., prescribed/ unprescribed drugs; own medicine/someone else’s medication, correct/ incorrect dosage, addiction...) of medicinal and non-medicinal substances (e.g., medicines, over-the-counter drugs, vitamins, alcohol, tobacco, inhalants, street drugs...)                            |                |          |          |          |          |          |
|                                    | K.5.7.D.2 Explain different consequences, related to different variables (i.e., fair play, legalities, performance, medical, safety, and financial implications), of taking harmful and beneficial drugs or other substances (e.g., antibiotics, anti-inflammatory, stimulants, narcotics, anabolic steroids, marijuana, diuretics, herbals...)" |                |          |          |          |          |          |
|                                    | K.5.7.D.2 Explain different consequences, related to different variables (i.e., fair play, legalities, performance, medical, safety, and financial implications), of taking harmful and beneficial drugs or other substances (e.g., antibiotics, anti-inflammatory, stimulants, narcotics, anabolic steroids, marijuana, diuretics, herbals...)" |                |          |          |          |          |          |

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| 7                                  | Seventh Grade - Curricular Competencies   | Learn to Train |          |          |          |          |          |
|------------------------------------|---|----------------|----------|----------|----------|----------|----------|
|                                    |   | Lesson 1       | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |
| <b>Healthy Lifestyle Practices</b> |   |                |          |          |          |          |          |
|                                    | K.5.7.D.3 Identify the positive and negative social factors (i.e., influences of peers, families, role models, media, Internet, celebrities, social occasions, parties) that may influence avoidance and/or use of substances (e.g., tobacco, alcohol, caffeine, street drugs, inhalants...)  |                |          |          |          |          |          |
|                                    | K.5.7.D.3 Identify the positive and negative social factors (i.e., influences of peers, families, role models, media, Internet, celebrities, social occasions, parties) that may influence avoidance and/or use of substances (e.g., tobacco, alcohol, caffeine, street drugs, inhalants...)  |                |          |          |          |          |          |
|                                    | K.5.7.E.1a Describe the human reproduction systems as they relate to fertilization and fetal development (e.g., names of the genitals, union of sperm and egg, stages of fetal development at each trimester, sexual intercourse...)  |                |          |          |          |          |          |
|                                    | K.5.7.E.1b Explain the human reproduction process and recognize myths related to fertilization (e.g., can't get pregnant the first time, when intercourse is interrupted, when using contraception, if douching immediately afterwards, and in certain body positions...)   |                |          |          |          |          |          |
|                                    | K.5.7.E.1c Describe how the endocrine system regulates body changes associated with puberty (e.g., pituitary gland triggers release of estrogen and progesterone, menstruation cycle...)  |                |          |          |          |          |          |
|                                    | K.5.7.E.2a Identify the emotional changes at puberty (e.g., fluctuation of moods and energy, sexual attraction...) and their effect on personal well-being (e.g., fatigue, shyness, lowers or raises self-confidence...)  |                |          |          |          |          |          |
|                                    | K.5.7.E.2b Identify positive ways for coping with daily moods and emotions associated with puberty (e.g., engaging in physical activity, discussing emotions with family/friends/religious leaders, listening to music, laughing, taking part in hobbies, school/ community activities, reading books...)                           |                |          |          |          |          |          |
|                                    | K.5.7.E.3a Recognize the importance of abstinence as a responsible decision for the adolescent male and female (e.g., prevents STIs and AIDS; parenthood entails many personal responsibilities; teenage pregnancy puts the baby at risk, affects career choices, and can have traumatic psychological and sociological effects...) |                |          |          |          |          |          |

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| <b>Healthy Lifestyle Practices</b>  |                |          |          |          |          |          |
| K.5.7.E.3b Identify the effects of social influences (e.g., styles related to dress, hair, make-up, jewelry; cultural rituals; gender equity; harassment, nudity; violence against women...) on sexuality and gender roles  |                |          |          |          |          |          |
| K.5.7.E.3c Identify responsibilities (e.g., respect, abstinence...) and sources of support (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) with regard to sexual-related health issues   |                |          |          |          |          |          |
| K.5.7.E.4a Identify the causes, nature, methods of transmission (e.g., sexual intercourse, body fluids, contaminated needles, number of sexual partners...), and methods of prevention of AIDS and HIV infection (e.g., sexual abstinence, monogamous relationship with uninfected person, use of condoms...) |                |          |          |          |          |          |
| K.5.7.E.4b Identify the common STIs (e.g., genital herpes, gonorrhoea, chlamydia...), symptoms, and prevention (e.g., sexual abstinence, monogamous relationship with uninfected person, use of condoms...)   |                |          |          |          |          |          |
| S.5.7.A.4 Apply decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse (e.g., over-the-counter drugs, supplements, performance-enhancing drugs, tobacco, alcohol, street drugs, restricted drugs...)  |                |          |          |          |          |          |
| S.5.7.A.5 Apply decision-making/problem-solving process in case scenarios for making informed decisions regarding responsible sexual behaviours (e.g., abstinence, pregnancy prevention, safer sex practices...)  |                |          |          |          |          |          |

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[education.alberta.ca/media/160191/phys2000.pdf](http://education.alberta.ca/media/160191/phys2000.pdf)

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## Grades 6-8

[www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Health-PhysicalEducation/PhysicalEducationCurriculum-Grade6-8.pdf](http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Health-PhysicalEducation/PhysicalEducationCurriculum-Grade6-8.pdf)

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