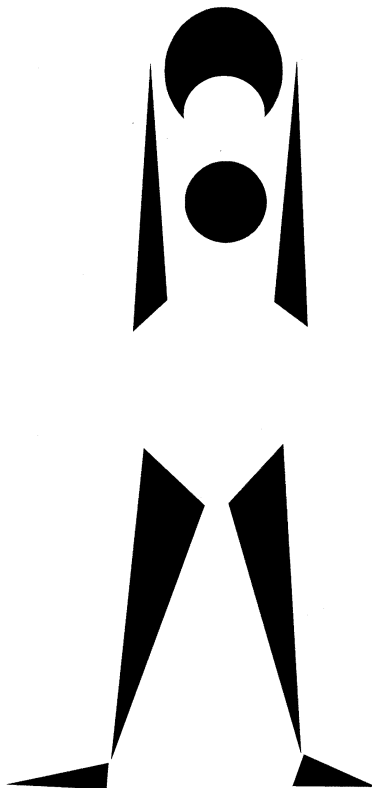

Grade 3

3. Safety

The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.3.A.1 Show an understanding of risk factors and safe practices associated with selected physical activities, including lead-up-type territory/invasion-type games (e.g., no body contact in lead-up games such as soccer, no slapshots or high-sticking in floor hockey...).</p>	<p>◆ Learning Outcome Connection</p> <p>Have students participate in simple lead-up-type and territory/invasion-type games/activities such as those suggested for learning outcome K.1.3.C.3. After explaining a game or activity, have students use the Think-Pair-Share strategy to think about game risk factors and to share ideas about different safe practices/game rules needed to minimize these risks. (See Think-Pair-Share, <i>K-4 ELA</i>, Strategies–15.)</p> <p>◆ Lightning Safety</p> <p>Have students work in small groups to brainstorm and list what they might do to be safe during a lightning storm when playing and participating in activities such as soccer, baseball, cycling, or fishing. Discuss with students the recommended safety precautions to take if caught outside during a storm: crouch down; spread out; avoid trees, telephone poles, and fences; do not touch metal objects (e.g., bicycle, fishing rod); and so on.</p>
<p>Curricular Connections PE/HE: K.1.3.C.3 (territory/invasion-type games/activities) SC: Cluster 3—Forces That Attract or Repel (lightning)</p>	

**TEACHER NOTES**

Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.) for recommended safety directions related to various activities.

Ensure that all reasonable measures are taken to minimize risks in activities and games, including the following:

- Teach skills in progression.
- Provide careful supervision.
- Implement safety rules related to equipment use (e.g., batter’s helmet, catcher’s mask).
- Form a crease area for goalies.
- Teach students to move to open spaces rather than clustering.

**SUGGESTIONS FOR ASSESSMENT****◆ Reflection: Learning Outcome Connection**

Teacher: Checklist

After the Think-Pair-Share activity, have students express their ideas to the class.

Suggested Criteria:

The student is able to identify

- safe practices for a given activity
- rules that will minimize risks

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.3.3.A.2 Recognize appropriate body alignment during specific activities (e.g., lifting, carrying, pushing, pulling...).

Curricular Connections

PE/HE: K.1.3.B.2

SC: Cluster 3—Forces That Attract or Repel (pulling, pushing, gravity)

◆ **Learning Outcome Connection**

Set up activities requiring proper body alignment such as those suggested for learning outcome K.1.3.B.2 and have students demonstrate appropriate techniques. Have a few students pretend to perform the tasks with improper form (e.g., mime lifting a bench without bending the knees) and ask other students to explain why the body alignment is not safe.

◆ **Tote and Carry**

Have students investigate safe and proper ways to carry everyday items such as knapsacks, laptops, gym bags, groceries, books, and hockey bags. Have them weigh various packs to determine whether what they are carrying may cause injury (e.g., back pain, poor back alignment). Use CD-ROMs, the Internet, and books to collect information.

◆ **Heavy Object Relay**

Set up teams of three or four students. Provide each team with a variety of heavy objects such as tires, mats, boxes of books, knapsacks, scooters, ropes, a bench, containers of equipment, hand weights, and so on (limit weight from one to four kilograms). Have students predict, as a group, the most efficient way to move each object to its destination in a set amount of time, and then perform the task in the set amount of time.

K.3.2.A.3 ➔ **K.3.3.A.3 Identify the reasons for appropriate clothing and footwear for participation in physical activity** (e.g., change of clothing for safety, support, comfort, and freedom of movement; removal of jewellery for physical activities; personal hygiene...).

Curricular Connections

ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (prior knowledge, comprehension strategies, textual cues, cueing systems, symbols)

◆ **Get Activated!**

Use the KWL (Know, Want to know, Learned) strategy to activate prior knowledge related to proper clothing and footwear required for participation in a variety of physical activities. Guide students in developing questions regarding laces, socks, jewellery, and wearing others' gym clothing. Use their questions to guide a discussion about reasons for wearing appropriate clothing and footwear for physical activity. (See KWL, *K-4 ELA, Strategies-89.*)

**TEACHER NOTES**

Prior to the activities, discuss proper body alignment that students should be using while lifting, carrying, pushing, and pulling. Encourage students to

- use a wide base of support
- bend knees to direct the force through the centre of the body's weight
- keep the back straight
- pull the object upward and toward the body
- keep action smooth rather than using rigid, ballistic-type of movements

**SUGGESTIONS FOR ASSESSMENT****◆ Observation: Learning Outcome Connection**

Peer/Group Assessment: Inventory

Have student give a thumbs-up or a thumbs-down signal as small groups perform activities requiring proper body alignment (e.g., lifting, carrying, pushing, pulling).

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.3.2.A.4 ➡ K.3.3.A.4 Show an understanding of general and specific safety guidelines and behaviours (e.g., change-room routines, appropriate permitted heights on climbing frame, carrying heavy equipment such as benches, size of equipment...) that are appropriate for own age and ability.

Curricular Connections

PE/HE: K.1.3.B.2

SC: Cluster 3—Forces That Attract or Repel (pulling, pushing, gravity)

☐ K.3.2.A.5a ➡ K.3.3.A.5a Identify the basic safety rules for selected physical activity settings (e.g., school field trips, Terry Fox walk/run, skating activity, powwows, winter festivals...).

◆ Safety Guidelines

Brainstorm with students the safety guidelines and behaviours specific to various locations, activities, and pieces of equipment.
Examples:

- change-room procedures/rules
- climbing-frame guidelines/rules
- lifting equipment (see learning outcome K.1.3.B.2)
- selecting equipment to match ability and age (e.g., proper size and weight of equipment)

◆ Do You Get the Message?

As part of a cool-down, have students sit in a circle or line. Whisper a safety message to the first student, who then whispers it to the next person. This message is repeated and passed along until the last person gets the message and says it out loud. The object of the game is to see whether the message is not changed.

Variation: Have each student tell the teacher or write down a safety tip before leaving the class.

◆ The Safety Memory Game

Have students sit in a circle and play the memory game to describe what rules they need to practise on their adventures.

1. The first person says, “When I participate in _____, I will remember to _____.”

Example:

“When I participate in the skating activity, I will remember to wear a helmet.”

2. The second student repeats what the first student said and adds another safety rule.

Example:

“When I participate in the skating activity, I will remember to wear a helmet and to wear gloves.”

3. The third student adds a safety rule, and so on.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

[Empty box for teacher notes]

◆ **Observation: Safety Guidelines**

Group Assessment: Anecdotal Notes

Assign one or two students as safety monitors for the class. They review safety rules for the situation and remind those who break the rules of what should be done to perform an activity safely.

[Empty box for teacher notes]

◆ **Paper and Pencil Task: The Safety Memory Game**

Self-Assessment: Inventory

Before a physical activity, each student fills in a “participation ticket” as follows:

“When I participate in _____ (e.g., ice skating), I will remember to _____ (e.g., wear a helmet).”

When the ticket is submitted, the student is eligible to participate in the activity.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.3.2.A.5b ➡ K.3.3.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...).

Curricular Connections

ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (prior knowledge, comprehension strategies, symbols)

☐ 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).

Curricular Connections

ELA: GLO 4—Enhance the clarity and artistry of communication (generate ideas, choose forms, organize ideas, share ideas and information, effective oral communication, attentive listening and viewing)

MA: Patterns and Relations (sorting, graphing, patterns, sequence)

◆ **Follow the Signals**

Have pairs of students play Follow the Signals by pretending to ride a bicycle, using the lines on the floor or chalk lines on a hardtop surface as roads. Students practise using bicycle turning and safety signals to communicate, to the student following them, where they are going.

◆ **“Sammie Says”**

Have students play “Sammie Says” (see learning outcome K.1.K.B.3b) using bicycle turning and safety signals.

◆ **Safety Procedures in the Community**

Create simulation exercises (e.g., role-plays, skits, puppet shows) to help students understand and describe safety procedures in the community related to

- fire drills
- mandatory full stops (bicycle)
- bus loading and evacuating
- crosswalk procedures
- wearing seatbelts
- railway crossings, train tracks
- firearms
- wearing floatation devices

Have students present these rules of safety procedures and post them on the class bulletin board as written texts, posters, pictograms, drawings, tables, and diagrams.

◆ **Stop, Drop, and Roll**

Scatter mats around the gymnasium and have students move about using various forms of transport (see learning outcome S.1.3.A.1). When the teacher shouts “fire,” all students stop, drop, and roll. Discuss why they should roll.

◆ **What’s Wrong with This Picture?**

Prepare a game using pictures of various safe and unsafe situations, and have students play in pairs or as a group to identify what is a safe or an unsafe situation. Ask them to justify their answers.



TEACHER NOTES

Resources for planning bicycle safety programs and rodeos, including station activities, are available from Manitoba Public Insurance.

Given the scope and importance of the topic of safety, teachers are encouraged to introduce developmentally appropriate safety-related topics with students at the beginning of the school year and to repeat them often throughout the year, taking into account seasonal changes (e.g., slippery surfaces, snowbanks).

For information related to GLO 3—Safety, consult the appropriate resources available from Manitoba Public Insurance or the National Fire Protection Association’s fire safety education program, and school and school division/district regulations.

Encourage family participation in activities, discussions, and the preparation of escape routes, whenever possible.



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Follow the Signals**

Peer Assessment: Checklist

While playing Follow the Signals, have the follower complete the checklist below.


Follow the Signals	
Student _____	Peer Assessor _____
My partner	
<input type="checkbox"/>	obeys traffic signs
<input type="checkbox"/>	indicates right signal
<input type="checkbox"/>	indicates left signal
<input type="checkbox"/>	indicates stop signal
<input type="checkbox"/>	uses a helmet

◆ **Performance Task: Safety Procedures in the Community**

Teacher: Checklist

As students present their projects on the rules of various safety procedures in the community, complete an assessment chart such as the following. Place a check mark under the face that best represents the level of understanding demonstrated by the individual students.

Knowledge of Safety Rules			
The student			
☺ knows the rules of this situation			
☹ has a general knowledge of rules			
☹ does not know the rules for this situation			
Name	Fire Drill	Riding a Bicycle	Riding in a Boat
	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
1.			
2.			
3.			

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.3.3.B.4 Recognize roles of individuals in school and community who provide safety services (e.g., school staff, crosswalk patrols, police officers, Block Parents, firefighters, doctors, nurses, elders, ski patrols, snowmobile patrols, forest rangers, coast guards...).</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 3—Manage ideas and information (access information, make sense of information), GLO 5—Celebrate and build community (compare responses, relate texts to culture, appreciate diversity, celebrate special occasions, cooperate with others, work in groups)</p> <p>MA: Statistics and Probability (counting, measuring, formulating questions, reading graphs, pictograms related to forest fires, animal populations, snowmobile and ski accidents)</p> <p>SS: connecting with communities</p> </div>	<p>◆ Safety Person Biography</p> <p>Using photographs, pictures, films, print texts, field trips, and guests, have students identify the individuals who contribute to safety at school and in the community through the services they provide, including crosswalk patrols, Block Parents, snowmobile patrols, and forest rangers.</p> <p>Have students work in small groups on Concept Overviews that could be presented individually or by groups. (See Concept Overview, <i>Success for All Learners</i>, 6.67 and 6.112.)</p> <p>◆ What’s Your Job?</p> <p>Using BLM 3–3, have students match the safety helper to the safety situation.</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <p>See BLM 3–3: What’s Your Job?</p> </div> <p>◆ Safety Helper Statues</p> <p>Have students work in groups of approximately five and designate one student per group to be the store clerk, one to be the customer, and the other three to be statues. Ask students who have been designated as statues to think of an individual in the school or in the community and the services that person provides. They then pretend to be statues at a store and, when the clerk presses their “ON button” on their hands, they come to life and act like the safety person they have chosen to be. The clerk then presses the “OFF button,” names what “safety helper” the statue is representing, and moves to the next statue. The customer then chooses which statue to buy, and the chosen statue becomes the customer, the customer becomes the clerk, and the clerk becomes a statue.</p>

**TEACHER NOTES**

To help students activate their prior knowledge, organize information, and be precise about definitions and characteristics, use a strategy such as the Concept Overview (see *Success for All Learners*, 6.67 and 6.112), as follows:

- Identify the individual’s role.
- Create a drawing or illustration.
- Explain (summarize) what the person does.
- Write down two questions about the services that the person provides.
- List words associated with this individual.

See also Rescue, learning outcome K.3.2.B.4.

**SUGGESTIONS FOR ASSESSMENT****◆ Performance Task: Safety Person Biography**

Teacher: Checklist

Have each student do a biography of a safety person using pictures, videos, posters, and so on. Complete a checklist on each student’s project.

Suggested Criteria:

Look for students’ ability to recognize the roles of individuals who provide safety services. The student

- names the safety person
- draws a visual representation
- explains what the person does
- lists words associated with these services

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>☐ K.3.3.B.5a Identify examples of real violence (e.g., schoolyard fights, shaking baby, bullying...) and fictional violence (e.g., cartoons, movies, television wrestling, video games...), and their influence on well-being.</p> <div data-bbox="115 611 550 793" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections PE/HE: K.4.3.A.1 (consideration for others), K.4.3.B.1b (cooperative play and teamwork), K.4.3.B.3a (anger control strategies) SS: connecting with communities</p> </div>	<p>◆ Real and Fictional Violence</p> <p>Divide the class into small groups. Give each group a topic (e.g., examples of fictional violence) and ask students to brainstorm and organize the information using a mapping strategy. Have each group present its work to the class. (See Information Mapping, <i>Success for All Learners</i>, 6.49 and 6.50.)</p> <p>◆ Violence and Well-Being</p> <p>Have students use a T-Chart to link each example of violence (cause) to a feeling or reaction (effect, consequence). Guide students in interpreting the results and in recognizing that real violence does not contribute to well-being, while fictional violence has a variety of influences.</p> <p>Variation: Map out each example of violence. Link different feelings or reactions to it. Interpret the results.</p>
<p>☐ 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.</p> <div data-bbox="115 1461 550 1717" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 4—Enhance the clarity and artistry of communication (generate ideas, choose forms, organize ideas, share ideas and information, effective oral communication, attentive listening and viewing) PE/HE: K.4.3.3a, K.4.3.B.3b, K.4.3.B.3c (conflict resolution)</p> </div>	<p>◆ Avoidance Is the Trick</p> <p>Pair off students. Give each pair a “What should you do?” activity card. Encourage students to suggest strategies to avoid bullying and use different ways (e.g., skits) to present them.</p> <p>Variation: Have students describe a good and a bad choice for each situation presented and explain their choices.</p> <p>◆ Don’t Be a Bully!</p> <p>After listening to a story or watching a video about bullying, ask students to use the LAPS (Listen, Ask, Picture, Summarize) strategy to identify ways to avoid being bullied. Have them practise verbal responses using a tape recorder, in front of a mirror, face to face with a partner, or in small groups. (See LAPS Frame, <i>Success for All Learners</i>, 6.54.)</p>



TEACHER NOTES

For examples of mapping, consult pages 6.49 and 6.50 of *Success for All Learners*. Demonstrate the mapping strategy to students. Work may be presented in various ways: table, visual constellation, drawing, text, advertisement, and role-play.

A T-Chart using a two-column/two-category approach is helpful for students to learn cause and effect.

Example:

Example of Violence	Consequence

SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Real and Fictional Violence**

Teacher: Checklist

Have students list different examples of violence on a chart and indicate whether they are real or fictional examples and explain how they affect people.

Real and Fictional Violence				
Examples of Violence	Real or Fictional	Consequence	Match?	
			Yes	No
kicking a friend in the knee	real	friend will be mad at me		

Check “Yes” or “No,” depending on whether or not the consequence that the student has identified matches the example. Look for an understanding of the difference between real violence and fictional violence and their influence on well-being.

Prepare “What should you do?” activity cards in advance. Write a scenario related to a bullying situation on each card.

Examples:

- Your best friend suggests stealing some candy. What should you do?
- You have to go home after playing at your friend’s house. It is late and it is dark outside. What should you do?
- Your friend asks you to go and play at his or her house. Your parents are not home. What should you do?
- On your way to school, you see one of your friends arguing with a student from another class. What should you do?

◆ **Learning Log: Avoidance Is the Trick**

Teacher: Checklist

Have students respond to “What should you do?” activity cards in their learning logs by suggesting strategies to avoid bullying.

Suggested Criterion:

The student is able to

- identify good strategies to avoid bullying

TEACHER NOTES (continued)

- You get lost on your way home from the park. It is late and it is dark outside. What should you do?
- Review conflict resolution and decision-making strategies (see GLO 4—Personal and Social Management). Show that a decision is a choice, and that it is necessary to make responsible decisions to stay safe and healthy.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.3.B.6a Identify ways to avoid dangerous and/or inappropriate situations for self and/or others in a variety of contexts (e.g., unwanted touching of the private parts, sex-related Internet sites, exploitative advertisements...).</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, experiment with language and form, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding) PE/HE: K.3.1.B.4, K.3.3.B.4, K.3.1.B.5.b, K.3.3.B.5b (community supports and services)</p>	
	<p>◆ Be Body Smart</p> <ol style="list-style-type: none">1. Talk about how wonderful the human body is and how important it is to take care of the mind and body. Use illustrations that involve examples of inappropriate situations for self and others in the following contexts: unwanted touching of private parts, sex-related Internet sites, and exploitative advertisements. Ask students what the illustration shows and how the person in the illustration might be feeling. Discuss and reinforce with students that<ul style="list-style-type: none">• parts of the body covered by a bathing suit are considered private• they should say “no” to anyone who tries to touch them in a way they don’t like• they should always tell a responsible adult if they feel unsure or unsafe• they should not feel ashamed or responsible for this type of incident2. Have students use puppets or role-play to practise saying “no” assertively in a loud voice and telling a trusted adult about the situation.

**TEACHER NOTES**

The learning activities suggested for this outcome contain potentially sensitive content. Before implementation, check with the school administration for school guidelines and procedures related to providing a parental option.

Encourage families to talk to their children about safety, especially with respect to unwanted touching of private parts, sex-related Internet sites, and exploitative advertisements. For further information on this topic, consult the *Safety on the Internet* website: <<http://www.sass.ca/safe.htm>>.

**SUGGESTIONS FOR ASSESSMENT****◆ Journal Entry: Be Body Smart**

Teacher: Anecdotal Notes

Have students complete a journal entry on ways in which they can avoid dangerous or inappropriate situations.

Suggested Criteria:

Look for students' knowledge of

- how to assert themselves
- avoidance strategies in various dangerous situations

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>☐ S.3.K.A.1 ➔ S.3.3.A.1 Follow simple rules and routines for safe, active participation and use of equipment (e.g., follow instructions, stop on signal, cooperate with others, care for and share equipment, tag lightly...) in selected activities.</p>	<p>◆ Learning Outcome Connections</p> <p>Have students participate in physical activities such as those suggested for learning outcomes K.1.3.C.1 (rules) and K.1.3.C.4 (positive social behaviours) to reinforce the importance of following rules and routines for safe, active participation.</p>
<p>Curricular Connections PE/HE: K.1.3.C.1 (following rules), K.1.3.C.4 (social behaviours)</p>	<p>◆ Safe Equipment Use</p> <p>Have students demonstrate the proper use of equipment prior to a class by brainstorming ideas for handling it safely (e.g., no high sticking when using floor hockey or ringette sticks).</p>
	<p>◆ Safety Theme Day/Week</p> <p>Organize a Safety Theme Day or Week with other teachers so that safety is promoted and integrated throughout the school. Have students keep a journal of their safety week activities that includes reflections or collections of examples related to safety in everyday living.</p>
<hr/> <p>❁ S.3.3.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).</p>	



TEACHER NOTES

Introduce, use, explain, and reinforce vocabulary related to safe activity participation and equipment handling.

Due to the depth and breadth of the safety outcomes, safety-related learning experiences will be ongoing for all the general learning outcomes throughout the year.

When students are participating in any physical activity, start and end with safety tips to reinforce the importance of following rules and routines for safe, active participation.

For information related to safety and liability, see Guidelines for GLO 3—Safety in the Overview of this document (see also Framework Excerpts).

Important safety information is also available in *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.).



SUGGESTIONS FOR ASSESSMENT

◆ **Questioning/Interview: All Activities**

Teacher: Inventory

At the end of a class or a specific activity, ask for a show of hands on the following questions:

- Who followed instructions?
- Who stopped on the given signal?
- Who cooperated with others?
- Who cared for and shared the equipment?
- Who tagged lightly?

◆ **Questioning/Interview: All Activities**

Teacher: Scoring Rubric

Use the following rubric to assess student performance related to safe activity participation.

Safety Rubric				
The student	4 Consistently	3 Usually	2 Sometimes	1 Rarely
<ul style="list-style-type: none"> • follows safety rules and routines in given situations 				



Use BLM G–2: Class Checklist (see Appendix H) to record class results.



Safety Outcomes: Grade 3



Knowledge

- K.3.3.A.1 Show an understanding of risk factors and safe practices associated with selected physical activities, including lead-up-type territory/invasion-type games** (e.g., no body contact in lead-up games such as soccer, no slapshots or high-sticking in floor hockey...).
- K.3.3.A.2 Recognize appropriate body alignment during specific activities** (e.g., lifting, carrying, pushing, pulling...).
- K.3.2.A.3** \Rightarrow **Identify the reasons for appropriate clothing and footwear for participation in physical activity** (e.g., change of clothing for safety, support, comfort, and freedom of movement; removal of jewellery for physical activities; personal hygiene...).
- K.3.2.A.4** \Rightarrow **Show an understanding of general and specific safety guidelines and behaviours** (e.g., change-room routines, appropriate permitted heights on climbing frame, carrying heavy equipment such as benches, size of equipment...) **that are appropriate for own age and ability.**
- K.3.2.A.5a** \Rightarrow **Identify the basic safety rules for selected physical activity settings** (e.g., school field trips, Terry Fox walk/run, skating activity, powwows, winter festivals...).
- K.3.2.A.5b** \Rightarrow **Identify safety rules, signals, and practices to follow when riding a bicycle** (e.g., obeying traffic signs, right/left/stop signals, helmet use, mechanical workings...).
- K.3.3.B.1 Identify general safety procedures related to safety in the community** (i.e., fire drills, stop/drop/roll, bus loading and evacuating, crosswalk procedures, wearing seatbelts, railway crossings, train tracks, firearms, wearing floatation devices).
- K.3.3.B.4 Recognize roles of individuals in school and community who provide safety services** (e.g., school staff, crosswalk patrols, police officers, Block Parents, firefighters, doctors, nurses, elders, ski patrols, snowmobile patrols, forest rangers, coast guards...).

Knowledge (continued)

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

Skills

- S.3.K.A.1** \Rightarrow **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.**

Attitude Indicators

- 1.1 Show a willingness to participate in a variety of physical activities.
- 1.2 Express enjoyment in a variety of movement experiences.
- 1.3 Appreciate that time, commitment, and practice are required for skill development.
- 1.4 Appreciate the aesthetic and athletic values of movement.
- 1.5 Appreciate and respect diversity while participating in physical activity.
- 1.6 Appreciate and respect the natural environment while participating in physical activity.