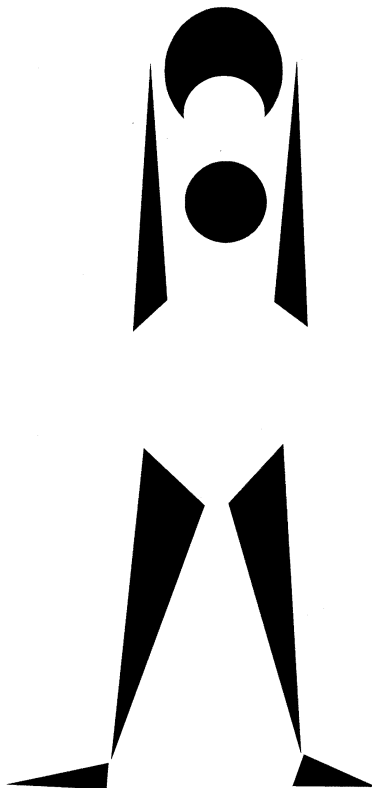

Grade 4

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

Students will...

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...).

Curricular Connections

ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)

PE/HE: GLO 1—Movement

◆ **Learning Outcome Connection**

Have students work in small groups to perform a variety of simple lead-up-type net/wall and striking/fielding-type games such as those suggested in learning outcome K.1.4.C.3. Have them determine risk factors and list safe practices for their selected activities. Use a Jigsaw strategy to have students share their understanding of risk factors and safe practices related to the various physical activities. (See Jigsaw, *Success for All Learners*, 5.9.)

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...).

Curricular Connections

ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)

PE/HE: GLO 1—Movement, GLO 2—Fitness Management (K.2.2.C.3, K.2.4.C.3), GLO 3—Safety (K.3.2.A.2)

◆ **Learning Outcome Connections**

Have students participate in the warm-up activities suggested for learning outcome K.2.2.C.3 or the cool-down stretches suggested for learning outcome K.2.4.C.3 to identify the importance of flexibility and safe and unsafe characteristics of performing common exercises.

Using pictures of contraindicated exercises, such as those discussed in *The Good, the Bad, and the Ugly* (see learning outcome K.3.2.A.2), brainstorm with students a list of unsafe characteristics of each exercise.

◆ **Human Opinion Line**

Have students line up along the centre line of the gymnasium and watch a demonstration of an exercise. Ask students to move to the wall on the right if they think the exercise is safe and move to the wall on the left if they think the exercise is unsafe.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

To promote safe practices for physical activities, ensure that there is

- adequate space between play areas
- proper court etiquette when retrieving equipment from other courts (e.g., students wait for play to stop and ask permission from players before entering another play area)
- proper eye protection, where necessary (e.g., face masks for goalies) (see MPETA et al., *Safety Guidelines for Physical Activity in Manitoba Schools*)
- safe equipment set-up and use (e.g., nets, bats)
- adequate spacing between and location of players who are participating and players who are waiting
- a system for the safe distribution and collection of equipment at the beginning of, during, and at the end of the class

◆ **Observation: Learning Outcome Connection**

Teacher: Checklist

As students present the Jigsaw results, note whether they list risk factors and safe practices.

Continually check the latest information on contraindicated exercises as a safety precaution when selecting stretches and/or resources for lesson planning.



◆ **Observation: Human Opinion Line**

Teacher: Inventory

Observe students as they move to the left or to the right.

Suggested Criterion:

Look for

- number of correct responses

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.3.2.A.3 ➡ K.3.4.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 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)

PE/HE: GLO 1—Movement, GLO 2—Fitness Management

SUGGESTIONS FOR INSTRUCTION

◆ Safety Survey

Have students survey older students on the reasons for wearing appropriate clothing and footwear related to participation in different sports or activities.

Examples of Questions:

- What sports/activities do you participate in? (e.g., hockey/ringette, cycling, gym class, soccer, gymnastics)
- What equipment do you need to wear for your sport/activity?
- Why is this equipment important?

Safety Equipment Survey		
Sport/Activity	Equipment	Why Equipment Is Required



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Safety Survey**

Teacher: Rating Scale

Have students list (on a chart such as the following) two essential pieces of equipment for each sport/activity and indicate why they are necessary.

Essential Safety Equipment		
Sport/Activity	Equipment	Why Equipment Is Required
Hockey/ Ringette		
Physical Education Class		
Soccer		
Climbing		

Suggested Criterion:

Look for

- number of correct responses



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.3.2.A.4 ➡ K.3.4.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
ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (express ideas, consider others' ideas, express preferences, set goals, develop understanding, explain opinions, combine ideas, extend understanding), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)
PE/HE: GLO 1—Movement (K.1.4.B.1)

SUGGESTIONS FOR INSTRUCTION

◆ **Learning Outcome Connections**

Have students participate in the Safety Guidelines activity suggested for learning outcome S.3.4.A.1 to review general and specific safety guidelines. Discuss how appropriate equipment for activities can vary even among same-age students (see learning outcome K.1.4.B.1). Use the following question for discussion: How can equipment be designed to match the needs of people of different ages? (See teacher notes.)

◆ **Safety-Hunt Sheet**

Prepare a list of questions related to general and specific safety guidelines and behaviours, leaving a space beside each question for responses.

Example:

Safety Hunt		
Question	Correct Response	Name
1. Name two change-room rules.		
2. Up to what height can Grade 4 students climb on the climbing frame?		
3. What is the safest way to carry heavy equipment?		
4. Why do laces on runners need to be tied?		

Ask students to interview different students to find the correct answer to each of the given questions. When students find someone who gives a correct answer, they record the name of that student and his or her answer beside that question. At the end of the activity, ask for student input on each question (e.g., Question 1: What is the name of the person on your sheet beside Question 1?). Have the named person explain the answer. Continue this strategy for the rest of the questions.

**TEACHER NOTES****Safety Guidelines for Equipment Design:**

Increase student awareness of reasons for the design of specific equipment to ensure safety relative to age, size, and ability.

For example,

- the distance between rungs on a climbing frame is too great for a preschooler to climb without assistance
- steps on slides are too far apart for a preschooler to climb without assistance
- the length of racquets should be shorter for younger children
- the size of a bicycle should be smaller for a smaller person

**SUGGESTIONS FOR ASSESSMENT****◆ Observation: Safety Guidelines**

Group Assessment: Anecdotal Notes

Assign one or two students to be safety monitors for the class. Their responsibilities are to review safety rules for the situation and remind those who break the rules of what should be done to perform activities safely.

◆ Paper and Pencil Task: Any Activity

Teacher: Checklist

Ask students to list at least four safety guidelines and behaviours.

Suggested Criterion:

Look for

- number of correct responses

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.3.2.A.5a ➡ **K.3.4.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...).

Curricular Connections

ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information)
PE/HE: GLO 1—Movement

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...).

Curricular Connections

ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (prior knowledge, comprehension strategies, textual cues, cueing systems, vocabulary), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, assess sources, access information, make sense of information)

◆ **Event Safety Check**

Use a KWL strategy to discuss safety rules with students before they go on a trip or participate in an event and to follow up on what they learned upon returning from the event. (See KWL, *K-4 ELA*, Strategies–89 to 91.)

◆ **Guest Speaker on Water Safety**

Invite a knowledgeable guest speaker from the Canadian Red Cross Society to speak to the class about water safety.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Canadian Red Cross program topics related to water safety include the following:

- stop, look, and listen
- importance of swimming lessons
- personal floatation device (PFD) information
- identification of buoyant objects
- how to stay warm
- checking the weather
- when it's safe to go near water and when it isn't
- using buoyant objects for support
- how to contact emergency services
- where and when to go boating
- reasons why people choke

See <<http://www.redcross.ca/>> for additional information.



◆ **Paper and Pencil Task: Guest Speaker on Water Safety**


Teacher: Checklist

Use the Canadian Red Cross information to create a written test on water safety rules, hazards, and practices.

Suggested Criterion:

Look for

- number of correct responses

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ 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...).</p>	
<p>Curricular Connections ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (prior knowledge, comprehension strategies, textual cues, cueing systems, vocabulary), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, assess sources, access information, make sense of information), GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, choose forms, appraise own and others' work, revise content, spelling, share ideas and information, effective oral communication, attentive listening and viewing)</p>	<p>◆ Safety Presentations</p> <p>Divide the class into groups of two or three students and assign each group a different topic, such as fire safety, bus-ridership safety, road safety, and vehicle (snowmobile or boat) safety. Have the groups research their topic and identify their responsibilities for</p> <ol style="list-style-type: none"> 1. prevention 2. protection 3. persuasion <p>Have them choose from a variety of methods to make their presentations (e.g., PowerPoint, video, cartoon, puppet show, role-play, poster).</p> <p>◆ Fire Safety</p> <p>As a class, discuss prevention, protection, and persuasion, and the role they can play related to fire safety. Define responsibility (to self and others) and how responsible behaviour can help reduce or avert dangerous situations.</p> <p>◆ Bus Safety</p> <p>Have students participate in the following learning activities:</p> <ul style="list-style-type: none"> • Develop a KWL (Know, Want to know, Learned) chart for reviewing bus-ridership safety rules. • Develop a hidden word puzzle for school-bus safety. Share puzzles with other students. • Create a song or poem related to school-bus safety. <p>(See KWL, <i>K-4 ELA</i>, Strategies–89 to 91.)</p> <p>◆ Safety Town</p> <p>In the gymnasium, develop a mini-town with road signs displayed around the area. With one student on the scooter and another one pushing him or her, have students “drive” around the town paying attention to road signs and obeying all road-safety rules. Conclude with a town meeting to discuss the rules that were obeyed and the laws that were broken.</p> <p>Variations: Add community helpers to perform their service (e.g., crosswalk patrols, police officer). Also add some pedestrians. Have students switch roles.</p>
	<p> See BLM 4–5: Road and Traffic Symbols.</p>



TEACHER NOTES

Introduce, use, explain, and reinforce vocabulary related to safety in everyday living.

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. Review the rules often throughout the year, taking into account the various play areas (e.g., gymnasium, play structure, outdoor field area) and seasonal changes (e.g., slippery surfaces, snowbanks).

For information related to GLO 3—Safety, contact local organizations or departments such Manitoba Public Insurance (for road safety information), local Fire Departments (for current fire-safety education programs), and school and school division/district regulations.

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



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Safety Presentations**

Self-Assessment: Rating Scale

Have students check the response that best answers the statement regarding their presentation on an assigned safety topic.

Safety Presentation			
Safety Topic _____			
Criteria	Scoring Rubric		
	Very Good	Satisfactory	Needs Improvement
1. Our group worked well together.			
2. Our presentation displayed various prevention techniques.			
3. Our presentation included responsibilities for protection.			
4. We displayed the responsibilities we have regarding safety.			

◆ **Journal Entry: Safety Town**

Teacher: Anecdotal Notes

Have students write a journal entry on their experience in Safety Town, identifying their responsibilities for prevention, protection, and persuasion in road and vehicle safety. Provide students with leads, such as the following:

- A new safety rule I learned was...
- My favourite part was...
- I noticed...
- We have rules because...

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ 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...).

Curricular Connections

ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (prior knowledge, comprehension strategies, textual cues, cueing systems, vocabulary), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, assess sources, access information, make sense of information), GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, choose forms, appraise own and others' work, revise content, spelling, share ideas and information, effective oral communication, attentive listening and viewing)

◆ **Ways to Help**

Encourage students to use dolls or role-play to show how to treat common injuries when they occur (e.g., seek adult help, get ice, put on gloves, locate first-aid kit, avoid contact with body fluids of others).

◆ **Common Injuries**

Using real or fictional experiences (e.g., incidents in the school playground or park, films, posters, print texts), have students identify common injuries (e.g., cuts, bruises, scrapes, burns, bumps, fractures, insect bites and stings, frostbite) associated with specific situations.

◆ **Guest Speaker**

Invite a guest to give a demonstration on

- how to assist an injured person
- what steps must be followed (e.g., get help, explain what you saw, avoid all contact with body fluids of others, do not try to move the injured person)

Variation: Have students repeat this activity (with each other or with a doll) in different locations (e.g., playground, gymnasium, playing field).


TEACHER NOTES

Invite health-care professionals (nurses, paramedics) to give a demonstration to the class.

Use additional resources as required (e.g., videos, print texts, posters, Internet sites).


SUGGESTIONS FOR ASSESSMENT
◆ Paper and Pencil Task: Ways to Help

Teacher: Checklist

Have students complete the following matching activity.

How to Treat Common Injuries

1. Draw a line to match the injury with the treatment:

Injury

bruise

scratch

burn

frostbite

nosebleed

bee sting

Treatment

Clean and put on a bandage.

Apply an ice pack.

Warm up slowly.

Put on ointment and gauze.

Sit down and lean forward.

Ask an adult to remove the stinger and put an ice pack on the stung part.

2. Explain why you should seek adult help when a person is injured.

Suggested Criterion:

Look for

number of correct responses

◆ Interview: Guest Speaker

Peer Assessment: Checklist or Inventory

Have one student interview another about the treatments for certain injuries. Put a check mark beside the student's response.

Suggested Interview Questions:

What would you do for

1. a person who cut his or her knee?

clean the cut and put on a bandage

ask the injured person to sit and lean forward

2. a person who burnt himself or herself on the stove?

wash the burnt area with soap and water

run it under cool water

Add other interview questions.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.3.3.B.4 ➡ K.3.4.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...).

Curricular Connections

ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (prior knowledge, comprehension strategies, textual cues, cueing systems, vocabulary), GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, assess sources, access information, make sense of information)

SUGGESTIONS FOR INSTRUCTION

◆ **Safety Stars**

Have students draw someone who provides safety-related services (e.g., firefighter, doctor, ski patrol, forest ranger) in the centre of a sheet of paper. Have them map out the services that each individual provides and present the information as a constellation around each sketch. (See Information Mapping, *Success for All Learners*, 6.49 and 6.50.)

◆ **Safety-Person Scavenger Hunt**

Scatter numbered cones around the field or gymnasium, placing a picture of a safety person under each cone. Have students note, on a sheet of paper, the title of the safety person found at each cone and what service the person provides. After they have found all the safety people, review the scavenger hunt answers with the class.

Scavenger Hunt		
Cone Number	Safety Person	Safety Service



TEACHER NOTES

For examples of mapping, consult pages 6.49 and 6.50 of *Success for All Learners*. Demonstrate the mapping strategy to students.

Draw a parallel between the role played by certain individuals in the safety field and the role students can have in the classroom to ensure that the class functions smoothly.

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



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Safety Stars**

Teacher: Scoring Rubric

Have students design a picture of a safety-service person and then map out around that individual the services that he or she provides. Assess them using the following rubric.

Scoring Rubric	
Scale	The student
3	<ul style="list-style-type: none"> • recognizes services provided • knows equipment required • includes words related to the safety person • presents information in an organized way
2	<ul style="list-style-type: none"> • recognizes some services provided • recognizes some of the equipment required • includes a few words related to the safety person • presents information in an acceptable way
1	<ul style="list-style-type: none"> • recognizes only a few services provided • shows limited understanding of equipment required • does not include any words related to the safety person • presents information in an unorganized way



TEACHER NOTES

Introduce, use, explain, and reinforce vocabulary related to safe participation in physical activities and safe handling of equipment.

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.

For information related to safety and liability, refer to 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.).

Safe Learning Environment:

Create a safe learning environment by ensuring that

- activities are suitable to the students’ age and mental and physical condition
- instruction is sequenced progressively to ensure safety
- students receive specific instruction about how to use and handle equipment properly
- equipment is in good repair and is suitably arranged
- students are properly supervised
- hazards are identified and/or removed from the facility or field of play



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Learning Outcome Connections**

Teacher: Checklist

Routinely throughout the school year, observe and assess students by using a “Yes” or “No” checklist.

Suggested Criteria:

The student	Yes	No
• follows fair-play rules	<input type="checkbox"/>	<input type="checkbox"/>
• follows change-room routines	<input type="checkbox"/>	<input type="checkbox"/>
• follows procedures for equipment distribution	<input type="checkbox"/>	<input type="checkbox"/>
• shares space	<input type="checkbox"/>	<input type="checkbox"/>



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

◆ **Observation: Safety Guidelines**

Group Assessment: Anecdotal Notes

At the end of the class, have students note on a Safety Clipboard any safety infractions they dealt with during the class or at recess that day. Check the clipboard contents regularly and review the contents with the class intermittently (immediately if the infraction causes danger).

◆ **Performance Task: All Activities**

Teacher: Scoring Rubric

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

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



See BLM G–9: Safety Symbols (Appendix H).

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> 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).</p>	
<p>Curricular Connections ELA: GLO 3—Manage ideas and information (use personal knowledge, ask questions, contribute to group inquiry, create and follow a plan, assess sources, access information, make sense of information, organize, record, and evaluate information), GLO 4—Enhance the clarity and artistry of communication (appraise own and others’ work, effective oral communication, attentive listening and viewing), GLO 5—Celebrate and build community (cooperate with others, work in groups)</p>	
	<p>◆ Practices to Assist an Injured Person</p> <p>Have students, working in small groups, demonstrate how to assist an injured person. One student pretends to be the injured person, one is assigned to be the rescuer, and one or two students are assigned to be the observers. Rotate positions after each turn. Ask observers to use a checklist that includes the following safe practices:</p> <ul style="list-style-type: none">• got help quickly and efficiently• explained clearly and accurately what happened• avoided contact with body fluids• did not try to move the injured person <p>◆ Helping Hands</p> <p>Provide small groups of students with different case scenarios of common injuries. Have students use an Inquiry Chart to discuss what they would do to help. Guide student inquiries by having them use the following questions:</p> <ul style="list-style-type: none">• What can I do to help?• How would I get help?• How did the injury happen?• Are there dangers to avoid (e.g., body fluids, broken glass)?• Should I move the injured person? <p>Have students demonstrate to the class what they think they should do in their assigned case scenarios and provide the groups with feedback on their responses. (See Inquiry Chart, <i>K-4 ELA, Strategies</i>–83 to 87.)</p> <p>◆ Role-Play</p> <p>Ask a student to pretend to be injured (e.g., twisted ankle, scraped knee) during a warm-up activity. Stop the class to discuss the injury and practise scene-management strategies.</p>


TEACHER NOTES

Inform the school management or parents, where necessary, that training exercises will be conducted in various school locations at different times throughout the year.

See also Guest Speaker, learning outcome K.3.4.B.3.


SUGGESTIONS FOR ASSESSMENT
◆ Performance Task: Practices to Assist an Injured Person

Peer Assessment: Checklist and Anecdotal Notes

Have students observe other students in a role-play situation in which they are assisting an injured person. Ask them to complete a checklist and write down some anecdotal notes/observations on how the other students performed.



See BLM 4–6: Practices to Assist an Injured Person.

◆ Performance Task: Helping Hands

Teacher: Checklist

Use the following checklist to evaluate student performance in the assigned scenarios.

Suggested Criteria:

The student

- gets help quickly
- explains the situation clearly and accurately
- avoids contact with body fluids
- does not try to move injured person



Safety Outcomes: Grade 4



Knowledge

- 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.3.2.A.3** ➡ **Identify the reasons for appropriate clothing and footwear for participation in physical activity** (e.g., change of clothing for safety, support, comfort, and freedom of movement; removal of jewellery for physical activities; personal hygiene...).
- K.3.2.A.4** ➡ **Show an understanding of general and specific safety guidelines and behaviours** (e.g., change-room routines, appropriate permitted heights on climbing frame, carrying heavy equipment such as benches, size of equipment...) **that are appropriate for own age and ability.**
- K.3.2.A.5a** ➡ **Identify the basic safety rules for selected physical activity settings** (e.g., school field trips, Terry Fox walk/run, skating activity, powwows, winter festivals...).
- K.3.4.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...).
- 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...).

Skills

- 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).

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.