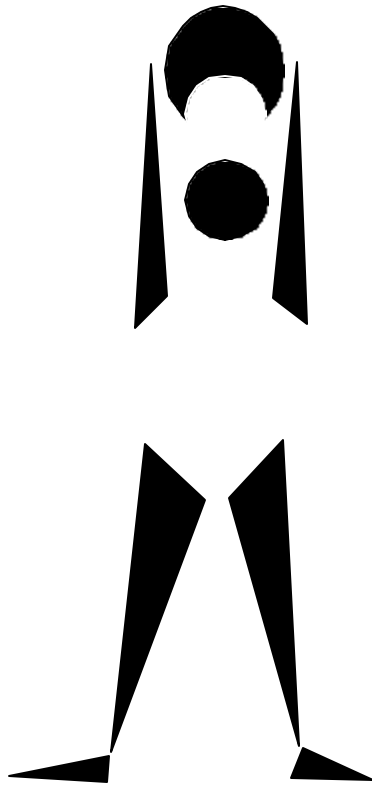


Safety



Safety

Explanation of the GLO

Behaviour that causes intentional or unintentional injuries is one of six health risks for children and youth identified by the Centre for Disease Control and Prevention in *School Health Programs: An Investment in our Future* (1996). The purpose of the general student learning outcome for **Safety** is for students to *demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and for daily living*. Students are expected to know the safety rules and procedures prior to participating in learning experiences to make informed and safe decisions for themselves and others. For the prevention of incidents or accidents, safety and liability must always be a concern in any school activity.

Explanation of the SLOs

The knowledge component of **Safety** has two strands: *Physical Activity Risk Management* and *Safety of Self and Others*.

Physical Activity Risk Management relates to specific student learning outcomes for rules and regulations as they pertain to each physical activity, including appropriate dress/footwear, equipment, facilities, and settings/environments. For example, in cross-country skiing, students would have to know how to dress for the weather, how to size and handle the equipment, and the general safety rules and etiquette before they would be allowed to participate.

The knowledge component related to *Safety of Self and Others* is divided into six sub-strands and focusses on accidents or incidents that may occur in everyday living. In *Community Safety Awareness*, students learn the safety rules and procedures related to such areas as bus ridership, unsupervised areas, holidays, fire safety, road safety, vehicle safety, etc. Specific student learning outcomes in *Environmental*

Safety Awareness help students to recognize and avoid potentially dangerous situations regarding natural disasters, weather, and water. Water safety in this sub-strand provides information that focusses on waterfront and water conditions, whereas in the *Alternative Pursuits* sub-strand, students learn about safety procedures that are specific to swimming and other aquatic activities.

In the sub-strand, *Prevention and Care of Injuries*, students will show a basic understanding of the practices for preventing common injuries (e.g., bruises, scrapes, burns, bites, and stings), and basic first-aid procedures for the care of injuries. At Middle/Senior Years, students will show an understanding of common injuries, emergency- scene management, and artificial resuscitation as part of CPR training. Students will also be able to identify where to go for help and ways of seeking help in case of an incident or accident.

Learning how to access safety services and supports in the community is addressed in the sub-strand *Community Support and Services*. These specific student learning outcomes contribute to the promotion of community health and sustainable development.

Within the *Violence Prevention* and *Personal Safety* sub-strands, students identify examples of situations that may precipitate physical, verbal, and/or emotional abuse as well as strategies for avoidance and/or refusal. Students apply personal and social management skills (i.e., decision-making/problem-solving and communication skills, to avoid, resist, and/or refuse) in the context of potentially dangerous situations.

In everyday living, students may hear about or encounter unsafe situations that may lead to sexual exploitation and/or abuse. The

specific student learning outcomes in the sub-strand *Personal Safety* identify safety guidelines, skills, and resources for addressing problems associated with sexually abusive behaviours. Schools must seek parental input and approval prior to delivery of potentially sensitive student learning outcomes.

The skill component for the strand *Acquisition/Application of Safe Practices to Physical Activity and Healthy Lifestyle Practices* emphasizes the acquisition/application of safety knowledge while participating in physical activities. Students will follow the rules and procedures in class activities to eliminate or reduce risks.

In *Safety of Self and Others*, students cannot be expected to apply skills in real situations related to natural disasters, fire, or violence. Students will be expected to demonstrate the application of the knowledge and skills through problem-solving activities, role-playing, or games as part of risk-management training. Students will develop communication and interactive skills to access information or support.

Showing concern and responsibility for the safety of self and others in all situations is vital to a safe environment. Developing the attitudes and the behaviours related to showing respect and responsibility for the safety of self and others is a desired attitudinal outcome. These are described as attitude indicators to guide teaching, learning, assessment, and anecdotal reporting.

Other Considerations

The Framework supports the integration of specific student learning outcomes with the five general student learning outcomes. For example, students apply conflict management, anger management, avoidance/refusal, and communication skills (as identified in general

student learning outcome *Personal and Social Management*) to learn what to do and say when seeking help or accessing available community supports/services.

Learning Continuum

Early Years: Introductory Stage

At Early Years (Kindergarten to Grade 4), the knowledge and skills for safe participation in physical activity are addressed in each grade as they apply to simple and low-risk physical activities. Students are expected to demonstrate safe practices in each physical activity. For the strand, *Safety of Self and Others*, the safety knowledge is introduced related to certain content areas in designated grades. These areas are identified by “i.e.” for each specific student learning outcome. For example, fire safety appears as an “i.e.” in Grades 1, 3, 4, and 6.

Middle Years: General Acquisition/Application Stage

During the Middle Years (Grades 5 to 8), the knowledge and skills for safe participation in physical activity participation are addressed in each grade as applied to a variety of lead-up-type activities. Students at this age are capable of assuming more personal responsibility and making their own decisions in daily routines. The emphasis of the *Safety of Self and Others* strand is on applying the knowledge and skills to case scenarios in which students might be in charge.

Senior Years: Specific Acquisition/Application Stage

Physical activities/sports that are selected in Senior Years (Senior 1 to 4) may be considered higher risk activities that require greater responsibility and specific training or skills (e.g., canoeing, downhill skiing). Students are expected to acquire and apply safety knowledge and skills to all physical activities. Students are also expected to demonstrate ways to respond to and care for injury in case scenarios of emergency and conflict situations.

Summary Chart

The *Summary Chart for Safety* (refer to page 86) outlines the strands, sub-strands, and attitude indicators for the GLO. It is an overview of what a student is expected to know and be able to do in the area of Safety.

Scope and Sequence Chart

The *Scope and Sequence Chart for Safety* (refer to page 87) shows grade placement of the specific student learning outcomes and the stages of learning as indicated by the icons. This chart helps guide teaching, learning, and assessing across the grades.



Summary Chart for Safety

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

| <i>Strand Letter</i> | <i>Strand</i> | <i>Sub-Strands</i> | <i>Attitude Indicators</i> |
|----------------------|--|---|--|
| A | Physical Activity Risk Management | 1. Physical Activity Safety 2. Exercise Safety 3. Dress/Footwear 4. Equipment and Facilities 5. Alternative Pursuits | Students will: 3.1 Show respect for safety of self and others 3.2 Show responsibility in following rules and regulations in dealing with safety of self and others |
| | Safety of Self and Others | 1. Community Safety Awareness 2. Environmental Safety Awareness 3. Prevention and Care of Injuries 4. Community Support and Services 5. Violence Prevention 6. Personal Safety | |
| A | Acquisition/Application of Safe Practices to Physical Activity and Healthy Lifestyle Practices | 1. Physical Activity 2. First Aid | |



Scope and Sequence Chart for Safety

| | | <i>Sub-strands</i> | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | S1 | S2 | |
|------------------|-----------------|------------------------------------|--------------------|---|----------|----------|---|---|---|---|---|----|----|----|
| Knowledge | <i>Strand A</i> | 1. Physical Activity Safety | " | # | " | " | " | " | # | " | " | " | # | |
| | | 2. Exercise Safety | " | " | " | " | " | " | " | " | " | " | " | |
| | | 3. Dress/Footwear | " | " | " | # | # | # | " | " | # | " | # | |
| | | 4. Equipment and Facilities | " | " | " | # | # | " | # | " | # | " | # | |
| | | 5. Alternative Pursuits | " | " | " | # | " | " | " | " | " | " | " | |
| | <i>Strand B</i> | 1. Community Safety Awareness | " | " | " | " | " | " | " | " | " | " | # | " |
| | | 2. Environmental Safety Awareness | <i>f</i> | " | " | | | " | | | | | | |
| | | 3. Prevention and Care of Injuries | " | # | " | | " | | " | | " | " | " | |
| | | 4. Community Supports and Services | " | " | # | " | # | " | " | # | " | # | " | |
| | | 5. Violence Prevention | | " | | " | | " | | " | | " | | |
| | | 6. Personal Safety | <i>f</i> | " | | " | | " | | " | | " | | |
| | | | <i>Sub-strands</i> | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | S1 | S2 |
| Skills | <i>Strand A</i> | 1. Physical Activity | " | # | # | # | " | # | # | # | # | " | # | |
| | | 2. First Aid | | | <i>f</i> | <i>f</i> | " | | " | | | " | " | |
| | | | | | | | | | | | | | | |

See page 18 for definitions related to *f* Introductory stage, ' Acquisition stage, # Maintenance stage



3 — Safety - Knowledge

Strand A: Physical Activity Risk Management

It is expected that the student will:

| Sub-Strand | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
|--|---|---|--|--|--|
| <p>1. Physical Activity Safety</p> | <p>" K.3.K.A.1 Recognize safe and controlled movement while participating in physical activity (e.g., stop and start on signal, move without interfering with others, enter and exit in a safe manner, land softly...)</p> | <p>" K.3.1.A.1 #</p> | <p>" 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</p> | <p>" 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., no body contact in lead-up games such as soccer, no slapshots or high-sticking in floor hockey...)</p> | <p>" 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...)</p> |
| <p>2. Exercise Safety (Science Connections)</p> | <p>" K.3.K.A.2 Show an understanding that physical or medical conditions (e.g., injury, illness, asthma, physical disabilities, low fitness levels...) may affect degree and type of participation</p> | <p>" 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...)</p> | <p>" K.3.2.A.2 Recognize safe range of motion of joints (e.g., neck rotations, knee bends...) in common exercises</p> | <p>" K.3.3.A.2 Recognize appropriate body alignment during specific activities (e.g., lifting, carrying, pushing, pulling...)</p> | <p>" 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...)</p> |

3 — Safety - Knowledge

Strand A: Physical Activity Risk Management



It is expected that the student will:

| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Senior 1 | Senior 2 |
|---|--|---|---|--|--|
| <p>" 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</p> <p>" 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</p> | <p>" K.3.6.A.1 #</p> <p>" 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 frost-bite...)</p> | <p>" 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...)</p> <p>" 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</p> | <p>" K.3.8.A.1 Determine safety rules, routines, and procedures related to a selected specific activity, including net/wall and target activities (e.g., not entering a racquet sport court when play is in progress, retrieving shot-put/discus only on signal in a group situation ...)</p> <p>" K.3.8.A.2 Identify the risks of contraindicated exercises (e.g., deep knee bends, straight leg sit-ups, full neck rotations...) and alternatives for safe exercises</p> | <p>" K.3.S1.A.1 Review safety rules, routines, and procedures prior to participating in each physical activity (e.g., allow space for full backswing and follow-through in golf...)</p> <p>" K.3.S1.A.2 Identify the common injuries (e.g., back injuries, knee injuries...) that may occur in personal fitness programming and how they can be prevented (e.g., using proper stretching techniques...)</p> | <p>" K.3.S2.A.1 #</p> <p>" 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...)</p> |



3 — Safety - Knowledge

Strand A: Physical Activity Risk Management

It is expected that the student will:

| Sub-Strand | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
|------------------------------------|---|--|---|---|---|
| 3. Dress/Footwear | <p>“ K.3.K.A.3 Distinguish between appropriate and inappropriate footwear for indoor and outdoor activities (e.g., running shoes for indoor physical activities, winter boots for outdoor winter activities...)</p> | <p>“ 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...)</p> | <p>“ 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...)</p> | <p>“ K.3.3.A.3 #</p> | <p>“ K.3.4.A.3 #</p> |
| 4. Equipment and Facilities | <p>“ 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, rhythmic/gymnastics...)</p> | <p>“ K.3.1.A.4 Show an understanding of the general rules for safe use of equipment (e.g., distributing, setting up, reporting unsafe conditions and situations, putting away...) and facilities (e.g., boundaries, special rules pertaining to a facility...) for</p> | <p>“ 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</p> | <p>“ K.3.3.A.4 #</p> | <p>“ K.3.4.A.4 #</p> |

3 — Safety - Knowledge

Strand A: Physical Activity Risk Management



It is expected that the student will:

| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Senior 1 | Senior 2 |
|---|--|--|--------------------------|---|---------------------------|
| <p>" K.3.5.A.3 #</p> | <p>" 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...)</p> | <p>" 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</p> | <p>" K.3.8.A.3 #</p> | <p>" K.3.S1.A.3 Explain the reasons (e.g., maintaining proper body temperature in rain, heat, cold, humidity...) for appropriate dress for selected indoor and outdoor activities (e.g., light and comfortable clothing for squash, layers and headwear for cross-country skiing...)</p> | <p>" K.3.S2.A.3 #</p> |
| <p>" 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...)</p> | <p>" K.3.6.A.4 #</p> | <p>" 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</p> | <p>" K.3.8.A.4 #</p> | <p>" K.3.S1.A.4 Identify safety and risk factors for selected activities (e.g., cross-country skiing...) related to people (e.g., right of way, adaptations for persons with a disability...), facilities (e.g., snow conditions...), and equipment (e.g., appropriate clothing...)</p> | <p>" K.3.S2.A.4 #</p> |



3 — Safety - Knowledge
Strand A: Physical Activity Risk Management

It is expected that the student will:

| Sub-Strand | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
|---|--|--|---|---|---|
| <p>5. Alternative Pursuits</p> <p>(Science Connections)</p> <p>a) selected activities</p> <p>b) bicycle and water safety</p> | <p>“ 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...)</p> | <p>“ K.3.1.A.5a Identify common playground and physical activity hazards at school (e.g., on playing surfaces, slides, swings, ditches, parking lots...)</p> | <p>“ 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...)</p> <p>“ 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...)</p> | <p>“ K.3.3.A.5a #</p> <p>“ K.3.3.A.5b #</p> | <p>“ K.3.4.A.5a #</p> <p>“ 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...)</p> |

3 — Safety - Knowledge

Strand A: Physical Activity Risk Management



It is expected that the student will:

| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Senior 1 | Senior 2 |
|---|--|---|--|--|--|
| <p>" K.3.5.A.5a Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g., jogging, cycling, tobogganning/sliding, snowboarding, skiing, in-line skating...)</p> <p>" K.3.5.A.1b #</p> | <p>" K.3.6.A.5a #</p> <p>" 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</p> | <p>" K.3.7.A.5a #</p> <p>" 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...)</p> | <p>" K.3.8.A.5a Investigate potential safety risks inherent in selected alternative pursuits (e.g., climbing walls, inline skating, ski hills, activities on ice...)</p> <p>" K.3.8.A.5b Determine safe areas and opportunities for cycling and/or other similar activities in the community (e.g., in-line skating, skate boarding, walking...)</p> | <p>" K.3.S1.A.5a #</p> <p>" K.3.S1.A.5b Relate the importance of making wise choices to prevent injury in selected land-based and/or water-based activities (e.g., aquatics, diving, canoeing...)</p> | <p>" K.3.S2.A.5 Determine the safety considerations in selected alternative pursuits (e.g., wear protective equipment, use reflective tape for night time visibility, have first-aid kit available, watch for extreme weather conditions...)</p> <p>" K.3.S2.A.5b #</p> |



3 — Safety - Knowledge

Strand B: Safety of Self and Others

It is expected that the student will:

| Sub-Strand | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
|---|--|---|--|---|---|
| <p>1. Community Safety Awareness</p> <p>(Science and Social Studies Connections)</p> | <p>" 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)</p> | <p>" 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., Hallowe'en, Christmas, Hanukkah...), and ways to avoid injury</p> | <p>" 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)</p> | <p>" 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)</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>2. Environmental Safety Awareness</p> <p>(Science and Social Studies Connections)</p> | <p>" K.3.K.B.2 f</p> | <p>" 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</p> | <p>" 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</p> | | |

3 — Safety - Knowledge

Strand B: Safety of Self and Others



It is expected that the student will:

| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Senior 1 | Senior 2 |
|--|--|---|--|---------------------------|--|
| <p>" 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</p> <p>" 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 and</p> | <p>" 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)</p> | <p>" K.3.7.B.1 Describe ways to respond to dangerous situations in community (i.e., school intruders, home invasion, hazing, Internet use)</p> | <p>" K.3.8.B.1 Evaluate the effectiveness of laws and policies that promote personal and community safety (e.g., driving age, drinking/driving, boating, domestic violence, vandalism, shaken baby syndrome...)</p> | <p>" K.3.S1.B.1 #</p> | <p>" K.3.S2.B.1 Determine strategies to manage identified hazards related to community facilities and areas (e.g., playground areas, bicycle routes, roads bordering schools, fitness and recreational facilities, safe workplace...)</p> |



3 — Safety - Knowledge
Strand B: Safety of Self and Others

It is expected that the student will:

| Sub-Strand | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
|---|---|---|---|---------|--|
| <p>3. Prevention and Care of Injuries (Science Connections)</p> | <p>" 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...)</p> | <p>" K.3.1.B.3 #</p> | <p>" 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)</p> | | <p>" 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...)</p> |

3 — Safety - Knowledge

Strand B: Safety of Self and Others



It is expected that the student will:

| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Senior 1 | Senior 2 |
|---------|--|---------|---|---|---|
| | <p>“ 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)</p> | | <p>“ K.3.8.B.3 Identify common injuries/conditions (i.e., sprains, strains, fractures, bleeding, cramps, shock) and basic first aid procedures (i.e., seek adult help, rest, ice, compression, elevation, avoid touching/handling body fluids)</p> | <p>“ K.3.S1.B.3 Demonstrate an understanding of basic first aid (e.g., emergency scene management; check airway, breathing, circulation...) and precautions for handling body fluids (e.g., wear latex gloves, face shield, mask; handle sharp objects with extra care...)</p> | <p>“ K.3.S2.B.3 Demonstrate an understanding of Cardiopulmonary Resuscitation (CPR) as specified in the national/provincial certification program</p> |



3 — Safety - Knowledge

Strand B: Safety of Self and Others

It is expected that the student will:

| Sub-Strand | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
|--|---|--|---|--|---|
| <p>4. Community Supports and Services</p> <p>(Science and Social Studies Connections)</p> | <p>" K.3.K.B.4 Recognize safety helpers in the community (e.g., parent/guardian, family member, babysitter, teacher, principal, doctor, police officer, bus driver, block parent, lifeguard...)</p> | <p>" 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...)</p> | <p>" K.3.2.B.4 #</p> | <p>" 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, ski patrols, snowmobile patrols, forest rangers, coast guards...)</p> | <p>" K.3.4.B.4 #</p> |

3 — Safety - Knowledge

Strand B: Safety of Self and Others



It is expected that the student will:

| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Senior 1 | Senior 2 |
|--|--|-------------------------------------|---|--------------------------------------|---|
| <p>" 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...)</p> | <p>" 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)</p> | <p>" K.3.7.B.4 #</p> | <p>" K.3.8.B.4 Demonstrate the ability to access valid health information, and health-promoting products and services available in the community (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism; youth advocates, help lines, school/community counselling programs, friendship centres, ombudsperson, Internet...)</p> | <p>" K.3.S1.B.4 #</p> | <p>" K.3.S2.B.4 Investigate the contributions self and/or others can make to community/global health and sustainable development (i.e., safe and healthy lifestyle practices, volunteering, reducing, reusing, recycling)</p> |



3 — Safety - Knowledge
Strand B: Safety of Self and Others

It is expected that the student will:

| Sub-Strand | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
|---|--------------|---|---------|---|---------|
| <p>5. Violence Prevention</p> <p>(Social Studies Connections)</p> <p>a) behaviours</p> <p>b) strategies</p> | | <p>“ K.3.1.B.5a Identify types of physical and verbal violence (e.g., hitting, bullying, biting, kicking, name calling...)</p> <p>“ 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...)</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, T.V. wrestling, video games...), and their influence on well-being</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> | |

3 — Safety - Knowledge

Strand B: Safety of Self and Others



It is expected that the student will:

| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Senior 1 | Senior 2 |
|---|---------|---|---------|--|----------|
| <p>“ 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</p> <p>“ 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...)</p> | | <p>“ 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)</p> <p>“ 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</p> | | <p>“ K.3.S1.B.5a Analyze issues related to violence prevention in a variety of contexts (i.e., home, school, community, media, sport, relationships)</p> <p>“ K.3.S1.B.5b Demonstrate an understanding of the skills (i.e., problem-solving skills, anger management skills, communication skills, conflict resolution skills, assertiveness skills) in dealing with case scenarios related to physically, verbally, and emotionally abusive situations</p> | |



3 — Safety - Knowledge

Strand B: Safety of Self and Others

It is expected that the student will:

| Sub-Strand | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
|---|----------------------------------|---|---------|---|---------|
| <p>6. Personal Safety/ a) unsafe situations b) behaviours/ strategies</p> | <p>" K.3.K.B.6a <i>f</i></p> | <p>" 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...)</p> | | <p>" 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...)</p> | |

3 — Safety - Knowledge

Strand B: Safety of Self and Others



It is expected that the student will:

| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Senior 1 | Senior 2 |
|---|---------|---|---------|---|----------|
| <p>" 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...)</p> <p>" 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...)</p> | | <p>" 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...)</p> <p>" 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</p> | | <p>" K.3.S1.B.6a Differentiate among the terms associated with abusive situations (i.e., physical abuse, verbal abuse, emotional abuse, sexual abuse, harassment, sexual exploitation)</p> <p>" K.3.S1.B.6b Identify the skills (e.g., assertiveness skills, problem-solving process...) and community resources for addressing problems associated with sexually abusive behaviours</p> | |



3 — Safety - Skills

Strand A: Acquisition/Application of Safe Practices to Physical Activity and Healthy Lifestyle Practices

It is expected that the student will:

| Sub-Strand | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
|-----------------------------|---|------------------|------------------|------------------|---|
| 1. Physical Activity | " 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 | " S.3.1.A.1 # | " S.3.2.A.1 # | " S.3.3.A.1 # | " 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...) |

3 — Safety - Skills

Strand A: Acquisition/Application of Safe Practices to Physical Activity and Healthy Lifestyle Practices



It is expected that the student will:

| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Senior 1 | Senior 2 |
|------------------|------------------|------------------|------------------|--|-------------------|
| " S.3.5.A.1 # | " S.3.6.A.1 # | " S.3.7.A.1 # | " S.3.8.A.1 # | " S.3.S1.A.1 Apply rules and procedures for safe and responsible participation and use of equipment in selected, specific physical activities and environments (e.g., self-regulation, teamwork, promotion of fair play and inclusion...) | " S.3.S2.A.1 # |



3 — Safety - Skills

Strand A: Acquisition/Application of Safe Practices to Physical Activity and Healthy Lifestyle Practices

It is expected that the student will:

| Sub-Strand | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
|---------------------|--------------|---------|-------------------------|-------------------------|---|
| 2. First Aid | | | " S.3.2.A.2 <i>f</i> | " S.3.3.A.2 <i>f</i> | " 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) |

3 — Safety - Skills

Strand A: Acquisition/Application of Safe Practices to Physical Activity and Healthy Lifestyle Practices



It is expected that the student will:

| Grade 5 | Grade 6 | Grade 7 | Grade 8 | Senior 1 | Senior 2 |
|---------|--|---------|---------|---|--|
| | <p>" 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...)</p> | | | <p>" S.3.S1.A.2 Demonstrate the skills required to administer basic first aid (e.g., scene management, seeking help, treating minor injuries, applying precautions for body fluids...)</p> | <p>" S.3.S2.A.2 Demonstrate the skills (e.g., sequential steps of emergency scene management, artificial resuscitation...) required to administer Cardiopulmonary Resuscitation (CPR)</p> |