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<p><input type="checkbox"/> K.5.3.A.1 ➔ K.5.2.A.1 Identify the daily habits and responsibilities for leading a physically active and healthy life (e.g., self-regulation relative to practising daily health routines for cleanliness, rest, healthy eating, good posture...)</p>	<p><input type="checkbox"/> K.5.3.A.2 ➔ K.5.2.A.2 Identify common communicable diseases/illness/conditions (e.g., colds, flu, pink-eye, head lice...) in the classroom and home, and ways to prevent the spread of disease/illness/conditions (e.g., cover mouth when sneezing or coughing, wash hands regularly, share food appropriately, use own hair utensils and headwear...)</p>	<p><input type="checkbox"/> K.5.3.A.3 ➔ K.5.2.A.3 Assess personal dental care habits and identify ways to promote dental health for self and/or others</p>	<p><input type="checkbox"/> K.5.3.B.1 ➔ K.5.2.B.1 Identify the health benefits (i.e., better health, posture, balance, self-esteem, healthy weight, stronger muscles and bones) of participating in regular physical activity (e.g., accumulating more than 60 minutes and up to several hours a day of physical activity...)</p>
<p>K A</p>	<p>K A</p>	<p>K A</p>	<p>K B</p>

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<p><input type="checkbox"/> K.5.3.B.2 ➔ K.5.2.B.2 Identify opportunities (e.g., during physical education class, recess, lunch hour, before/after school, on weekends...) to be active daily, alone or with family and others</p>	<p><input type="checkbox"/> K.5.3.B.3 ➔ K.5.2.B.3 Identify how automation and information technology (e.g., computers, video games, television, telecommunications...) have an impact on participation in physical activity</p>	<p><input type="checkbox"/> K.5.3.C.1a ➔ K.5.2.C.1a Differentiate between "everyday" and "sometime" foods in Canada's Food Guide to Healthy Eating</p>	<p><input type="checkbox"/> K.5.3.C.1b ➔ K.5.2.C.1b Identify the function of a variety of food groups for growth and development (e.g., foods that help the body go, glow, and grow...)</p>
<p>K B</p>	<p>K B</p>	<p>K C</p>	<p>K C</p>

<p>3</p> 	<p>3</p> 	<p>3</p> 	<p>3</p> 
<p><input type="checkbox"/> K.5.3.C.2 → K.5.2.C.2 Identify the need for daily food and fluid to support physical activity</p>	<p><input type="checkbox"/> K.5.3.D.1 Identify and describe the potential dangers associated with substance use (e.g., medicines, vitamins, tobacco, alcohol, solvents, gasoline, cleaning supplies, glue, street drugs...) in the community</p>	<p><input type="checkbox"/> K.5.3.D.2 Identify helpful and/or harmful substances (i.e., vitamins, medicines, tobacco, alcohol) and their effects on a healthy body (e.g., vitamins help build body tissues; medicines fight germs and/or reduce pain; nicotine in tobacco affects circulatory system and nervous system; first-and second-hand tobacco smoke affects lungs and may cause cancer; consuming or inhaling vapours from dangerous products)</p>	<p><input type="checkbox"/> K.5.3.D.3 Recognize the factors (e.g., peer pressure, media influence...) that can influence making decisions regarding substance use (i.e., smoking)</p>
<p>K C</p>	<p>K D</p>	<p>K D</p>	<p>K D</p>

<p>3</p> 	<p>3</p> 	<p>3</p> 	<p>3</p> 
<p><input type="checkbox"/> S.5.3.A.4 Use avoidance and assertiveness skills (e.g., avoid taking medicines or non-medicinal products without supervision; do not touch or play with harmful substances such as poisons, medicines, cigarettes, solvents, say no to use of harmful substances...) in scenarios related to potentially dangerous situations</p>			
<p>S</p>	<p>A</p>		