K.3.5.A.1 Show an understanding of safe practices (e.g., take turns, position self at a safe distance, be respectful of varying ability levels) when helping others while practising in regular or modified physical activities	K.3.5.A.2 Show an understanding of safe stretching technique (e.g., sustained rather than "bounce" stretching, proper body alignment, keeping within the joints' normal range of motion) of selected exercises (e.g., calf stretch, modified hurdle stretch, arm circles) in warm-up and cool-down routines	K.3.5.A.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.3.5.A.4 Develop guidelines and behaviours for safety related to potential hazards and risks regarding equipment and facility use (e.g., protruding objects, condition of the floor, mats in jumping/landing activities)
K A	K A	K A	K A

K.3.5.A.5a Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g., jogging, cycling, tobogganing/sliding, snowboarding, skiing, in-line skating)	K.3.5.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.3.5.B.1 Investigate safety concerns in the community and/or the media related to roads, traffic, bus transportation, recreational vehicles, and unsupervised areas	K.3.5.B.2 Describe ways to respond appropriately to potentially dangerous situations related to environmental conditions (e.g., floods, fires, extreme weather conditions, icy conditions, lightning) relevant to self and others
K A	K A	K B	K B

K.3.5.B.4 Identify available community supports that promote safety and community health (e.g.,	<b>Safety</b> □ K.3.5.B.5a Describe examples of problems (e.g., schoolyard/street fight, sibling conflicts, bullying, harassment,	K.3.5.B.5b Describe safety guidelines (e.g., play in supervised areas, follow code of conduct) and the use of	Safety  □ K.3.5.B.6a Identify safety guidelines to protect self and others in potential sexually abusive situations (e.g.,
helplines, dentists, doctors, nurses, police officers, social workers, security guards, lifeguards, natural healing modalities, physiotherapists, block Parents)	ridiculing, excessive teasing, baby shaking) related to physical and verbal abuse with regard to safety of others	strategies (i.e., conflict resolution skills) to deal with bullies and harassment in a variety of situations (e.g., classroom, sports, playground)	exploitative behaviour; sex-related Internet sites, television, and videos; flashers; secluded places; alone on streets late at night)
K B	K B	K B	K B

5 A Safety	5 Annual Safety	5	5 A Safety
□ 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)	□ S.3.5.A.1 Follow set rules and routines for safe participation and use of equipment in selected physical activities (e.g., fair-play rules, changeroom routines, equipment distribution, sharing space)		
K B	S A		