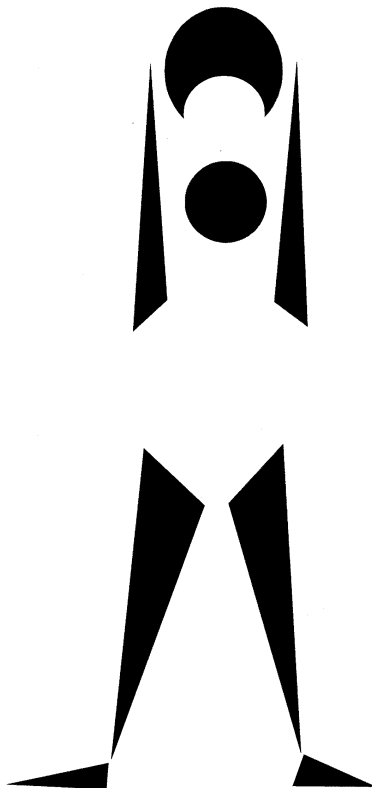

Grade 2

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>	
<input type="checkbox"/> 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>◆ Know Your Limit</p> <p>Using a Sharing/Talking Circle, have students describe situations in which they recognized that an activity was too difficult for them and that they would need to practise with help before being able to attempt it alone safely (e.g., hanging and moving along the monkey bars, walking a high beam). Ask how students could safely learn the activity (e.g., by asking a parent to hold them while trying a few monkey bar rungs, having someone hold their hand while they walk a beam). (For a discussion of the Talking Circle, see <i>Success for All Learners</i>, 7.5.)</p> <p>◆ Play Safe!</p> <p>Discuss with students reasons why it is important to follow directions and why rules exist for safe use of various pieces of large equipment (e.g., jump boxes, benches, climbing ropes, jungle gym, mats).</p>
<p>Curricular Connections PE/HE: K.1.2.B.1 (attitudes affecting skill development)</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).

Promoting Safe Behaviours:

Encourage safe behaviours by using strategies such as the following:

- Clearly articulate proper safety instruction and appropriate behaviour for each activity.
- Establish an audible signal for gaining student attention quickly.
- Recognize and reinforce positive behaviours rather than waiting for rules to be broken.
- Anticipate hazards and minimize risks.

**SUGGESTIONS FOR ASSESSMENT****◆ Interview: Know Your Limit**

Teacher: Inventory

After performing Know Your Limit, use the Sharing/Talking Circle to discuss with students how they safely practised the activity alone and/or with a partner and why it is important to practise safe behaviours.

Suggested Criteria:

Look for student understanding of the importance of practising safe behaviours, such as

- following directions
- performing within own limits
- understanding safety rules for large equipment use

PRESCRIBED LEARNING OUTCOMES

Students will...

K.3.2.A.2 Recognize safe range of motion of joints (e.g., neck rotations, knee bends...) **in common exercises.**

Curricular Connections
PE/HE: K.2.2.C.3 (warm-ups)

SUGGESTIONS FOR INSTRUCTION

◆ **Learning Outcome Connection**
 Have students participate in the warm-up activities suggested for learning outcome K.2.2.C.3 to practise and learn the safe range of motion of joints and recognize the risk of stretching too far.

◆ **The Good, the Bad, and the Ugly**
 Show pictures of contraindicated exercises and have students explain why these activities may be unsafe. Have them describe and demonstrate proper ways of stretching the body parts identified in the pictures. These may include the following:

Neck	Legs	Back
<ul style="list-style-type: none"> • Avoid full rotations in neck exercises. • Nod “yes” slowly, then “no.” • Bow the head (drop chin) and move chin slowly to one side, and then the other. 	<ul style="list-style-type: none"> • Bend knees slightly when stretching legs. • Hurdle stretch with bent leg in front. 	<ul style="list-style-type: none"> • Avoid non-supported back bends or arches.

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...).

Curricular Connections
SC: Cluster 3—Position and Motion (footwear while travelling on different surface areas)

◆ **Get Activated!**
 Use a KWL (Know, Want to know, Learned) strategy to activate students’ prior knowledge related to proper clothing and footwear required for participation in a variety of physical activities. Guide students to develop questions regarding shoelaces, jewellery, and wearing others’ gym clothing. Use their questions to guide a discussion about reasons for wearing appropriate clothing and footwear for physical activity. Post a list on the chalkboard. (See KWL, *K-4 ELA*, Strategies—89 to 91.)

◆ **Shuttle Relay**
 At one end of the gymnasium, have students form six relay teams. Make six cards that each name a different activity (e.g., skating, skiing, soccer, hockey) and give one card to each relay team. At the opposite end of the gymnasium, place several word or picture cards displaying appropriate clothing and footwear for each of the activity cards. Have students run to select one clothing/footwear card at a time to match their activity card. (Have enough clothing/footwear cards for the members of each relay team.)


TEACHER NOTES
SUGGESTIONS FOR ASSESSMENT

Generally, contraindicated exercises present some degree of risk and should be avoided. The possibility of injury depends on state of training, age, previous injuries, structural abnormalities, fatigue, proper technique, and the nature of the sport.

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

Be sure to warm up before stretching.

◆ **Paper and Pencil Task: The Good, the Bad, and the Ugly**

Teacher: Rating Scale

Have students circle safe exercises on a page depicting proper and improper exercises. Give 10 exercises and score the work out of 10.

Together with students, brainstorm and list examples of various pieces of footwear used on different athletic surfaces (e.g., athletic shoes have special textures to prevent slipping, curling shoes have a “slider” to allow easier movement on ice).

◆ **Reflection: Get Activated!**

Peer/Self-Assessment: Inventory

Have students work with a partner and share with the class one thing they both learned about appropriate clothing and footwear for participation in physical activity.



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

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.**

Curricular Connections

PE/HE: K.1.3.B.2 (concepts relating to force in carrying activities)

◆ **Safety Guidelines**

Brainstorm with students the various safety guidelines/ rules/procedures and behaviours specific to various locations, activities, and pieces of equipment, such as

- using change rooms
- climbing frames
- lifting equipment (see learning outcome K.1.3.B.2)
- selecting equipment to match ability and age (e.g., proper size and weight of striking implements and balls, proper size of skipping ropes)

◆ **Safety Walking Tour**

Take students on a Safety Walking Tour of the gymnasium, the equipment room, and change rooms to view various safety posters outlining key safety rules for each area. Have pairs of students practise reading and explaining the posters to each other.

Variation: Have students invite their parents to participate in the Safety Walking Tour led by the students as part of a student-led conference or orientation session.

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...).

◆ **The Safety Memory Game**

Have students sit in a circle to play The Safety 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.

Variation: Making It Active! To include movement, have students create an action to go with their verbal response.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

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

Use signage where necessary to ensure that students are aware of safety rules and procedures.

◆ **Questioning/Interview: Safety Guidelines**

Teacher: Checklist/Anecdotal

For an informal assessment of students' knowledge, ask the following questions:

- How should you behave in the change room?
- How high should you travel up on the climbing frame?
- Tell me how you and a partner can safely carry a bench, mat, or other piece of large equipment.
- Other

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

Teacher: Inventory

Before participation in a specific activity, have students submit a safety rule that is specific to that activity.

“When I participate in _____, I will remember to _____.”

This could be called an Activity Ticket for entrance to the activity.

Suggested Criterion:

Look for

- correctly identified safety rules



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> 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...).	<ul style="list-style-type: none"><li data-bbox="607 331 1414 552">◆ Follow the Signals Have students play Follow the Signals in pairs. They pretend 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 students following them, where they are going. Variation: Have students bring bicycle helmets to school to authenticate the activity. <li data-bbox="607 674 1414 789">◆ “Sammie Says” Have students play “Sammie Says” (see learning outcome K.1.K.B.3b) using bicycle turning and safety signals. <li data-bbox="607 831 1414 913">◆ Video Presentation Show the class various videos on the topic of bicycle safety.

Curricular Connections
PE/HE: S.1.2.A.1 (movement)
SC: Cluster 3—Position and Motion (riding on an incline)



TEACHER NOTES

Resources related to bicycle and traffic safety are available from Manitoba Public Insurance.

Bicycle safety speakers can be contacted through the local police and/or RCMP department.

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



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Follow the Signals**

Peer Assessment: Scoring Rubric

As partners work together in Follow the Signals, have one partner assess the other and then switch assignments.

Follow the Signals			
Name of Student _____			
Name of Peer Assessor _____			
Bicycle Safety Practices	Scoring Rubric		
	3 Always	2 Sometimes	1 Needs Improvement
My partner			
• gives left-turn signal			
• gives right-turn signal			
• stops			
• puts on helmet before starting			

Variations:

- Adapt this rubric to be a peer checklist.
- Set up a specific course for students.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> 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>◆ Identify Safety Rules</p> <ul style="list-style-type: none">• Safety Posters: After brainstorming as a class, divide students into groups and have them make posters on the safety rules to be followed related to the home, school, and community.• Be Smart about Safety: Discuss as a class the safety rules related to the use of roads, vehicles (such as tractors, boats, and buses), electricity, stairs/balconies, tools, and the Internet.• Weather and Seasons: Have students cut out magazine pictures or photographs illustrating suitable dress for various types of weather or according to seasons. <p>◆ Picture-Caption Match</p> <p>Provide a set of pictures related to safe practices in the home, school, or community with or without corresponding safety rules. Have students match rules with pictures, or have them create safety captions or rules for the pictures. Talk about the importance of their rules.</p>

Curricular Connections

ELA: GLO 3—Manage ideas and information (ask questions, identify sources, access information, organize information)

SC: Cluster 2—Position and Motion (moving objects)



TEACHER NOTES

For information related to GLO 3— Safety, contact local organizations or departments such as 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 identification of escape routes whenever possible.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Safety Posters**

Peer Assessment: Checklist

Have students draw a poster displaying a safety rule for use at home, at school, and in the community. Each student will evaluate another person’s poster using the following checklist. Read the questions aloud, if needed.

Peer Assessment of Safety Rules Poster		
Checklist	Yes	No
• Are the safety rules easy to understand?		
• Did the students draw a safety rule for use at home?		
• Did the students draw a safety rule for use at school?		
• Did the students draw a safety rule for use in the community?		

◆ **Paper and Pencil Task: Be Smart about Safety**

Teacher: Inventory

Have students complete a chart that identifies safety rules related to the home, school, and community. Students could use this as a take-home activity and interview parents/guardians on key safety rules for each area and then share findings with the class.



See BLM 2–2: Be Smart about Safety.

Suggested Criterion:

Look for

- meaningful identification of safe practices

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.2.B.2 Identify ways to avoid potentially dangerous situations related to water (e.g., floods, bathtubs, ice conditions, big waves, lightning...) and unsupervised situations (e.g., waterfront...) for self and/or others.</p>	<p>◆ Water Danger</p> <p>Have students work in pairs or small groups. Provide each group with a card presenting a scenario dealing with a dangerous situation around water.</p> <p>Example:</p> <p>A group of students are walking home from school and decide to go near the river. The water looks high; it is closer than usual to the path. They decide to walk on the path anyway and one person falls into the water. Another person jumps in to help. The others watch while their friends float down the river, screaming for help.</p> <p>Ask students to mime the situation in front of an audience. Have the audience talk about what they observed and how the situation could have been avoided.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (e.g., express ideas, consider others' ideas)</p> <p>SC: Cluster 2—Properties of Solids, Liquids, and Gases (buoyancy), Cluster 4—Air and Water in the Environment (wind, safe and clean water)</p>	
<p><input type="checkbox"/> 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>◆ A Helping Hand</p> <p>Use a toy (doll) to demonstrate how 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>Variation: Pair off students. One student plays the injured person while the other demonstrates how to provide assistance. Switch roles.</p>
<p>Curricular Connections</p> <p>ELA: GLO 5—Celebrate and build community (cooperate with others, work in groups)</p>	



TEACHER NOTES

Ensure that students understand the importance of staying away from potentially dangerous situations where there is no adult supervision, such as situations around water (lakes, ditches) or ice conditions. As well, students should be able to identify ways to avoid dangerous situations, such as going indoors in stormy weather, staying away from big waves, and so on.

Consult appropriate resources on how to assist injured persons (consider age appropriateness in different situations). Invite professionals (e.g., fire fighter, ambulance attendant, lifeguard) to give a demonstration to the class.



SUGGESTIONS FOR ASSESSMENT

◆ **Learning Log: Water Danger**

Teacher: Inventory

Have students complete a learning log activity by listing ways to avoid potentially dangerous situations related to water and unsupervised situations.

◆ **Learning Log: Water Danger**

Peer/Group Assessment: Checklist

As part of a learning log, have students complete a blackline master regarding their group work in the Water Danger learning activity. For information and assessment blackline master related to group work, see *K–4 ELA*, Strategies and BLM–38: How Was Our Group Work?

How Was Our Group Work?

Check one:	☺	☹
• We contributed ideas.		
• We listened to others.		
• We asked questions.		
• We encouraged others.		
• We disagreed politely.		
• We stayed on task.		
• We set group goals.		
• We reflected on our progress in group work.		

How Was Our Group Work? Reproduced from *K–4 ELA*, BLM–38.

◆ **Performance Task: A Helping Hand**

Peer Assessment: Checklist

Have each pair of students assess how they performed individually in the Helping Hand activity. Have them check off which tasks were done correctly.




See BLM 2–3: A Helping Hand.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.1.B.4 ➔ K.3.2.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>◆ Community Helper Telephone Books</p> <p>In groups of four, have students create a booklet of various community helpers with their respective telephone numbers. Ask them to include pictures of the community helpers as well as their location/workplace (e.g., Block Parent is in a house).</p> <p>◆ Rescue</p> <p>Form teams with three community helpers (e.g., firefighter, ambulance attendant, police officer) or larger teams with more community helpers (e.g., two police officers). Each community helper has a special method of transport (e.g., scooters, carpet pull, hoops). The object of the game is to rescue as many victims as possible as quickly as possible. Call out, “Police Rescue,” and have all police run to get their equipment, run back to rescue the victims (all remaining students), and take them to their team mat. After all victims are rescued, count them. Have everybody go back to the starting wall, and call out the next group, “Ambulance Rescue.”</p> <p>Variation: Students move about in scatter formation. Call out, “Hurricane/Tornado/Earthquake/Emergency Police Rescue.” Students all drop to the ground and police officers do their rescue. A student could secretly carry a beanbag and the “rescuer” of that student would receive special recognition.</p> <p>◆ Community Helper Visit</p> <p>Visit a community helper at his or her place of work or invite one to the school.</p>
<p>Curricular Connections ELA: Cluster 5—Celebrate and build community (cooperate with others, work in groups)</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT



◆ **Performance Task: Community Helper Telephone Books**

Group Assessment: Checklist

Have groups evaluate each other’s Community Helper Telephone Books looking for evidence of the following criteria, using the rating scale provided.

Assessment of Community Helper Telephone Book			
Rating Scale:			
☺ Yes, there is evidence.			
☹ There is a little evidence.			
⊗ There is no evidence.			
Criteria	Rating		
1. There are pictures of the community helpers in the telephone book.	☺	☹	⊗
2. It is easy to tell who the community helpers are.	☺	☹	⊗
3. Pictures show where to find the community helpers (e.g., lifeguard in pool).	☺	☹	⊗
4. Community helpers have their telephone numbers on the page with them.	☺	☹	⊗
5. Each group member contributed a page of the telephone book.	☺	☹	⊗

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p>☐ S.3.K.A.1 ➔ S.3.2.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 various activities, such as those suggested for learning outcomes K.1.2.C.1 (follow rules), K.1.2.C.3 (strategies), K.1.2.C.4 (sharing, honesty), S.1.2.B.1 (cooperation), and S.1.2.B.3 (set up and manage games), to reinforce the importance of following rules and routines for safe, active participation.</p>
<p>Curricular Connections PE/HE: K.1.2.C.1 (follow rules), K.1.2.C.3 (strategies), K.1.2.C.4 (sharing, honesty), S.1.2.B.1 (cooperation), S.1.2.B.3 (set up and manage games), K.2.2.B.1a (fitness) SS: building community</p>	<p>◆ Police Patrol</p> <p>Identify a group of students to be the “police,” wearing hats or pinnies, while others are involved in game activities. (Be aware of lice situations if using hats.) Have the police patrol the area, looking for safe and unsafe practices, attempting to solve any unsafe practices in a polite and appropriate manner. Over time, allow all students to have a turn as police officers. After the activity, have a class discussion about the various safe and unsafe practices observed by the police. Encourage police patrols to describe the situations rather than accuse the students who were demonstrating the unsafe behaviours. Commend those demonstrating safe practices.</p>
	<p>◆ Safe Movement Strategies</p> <p>Have students demonstrate strategies for safe movement in general space. To avoid accidents or collisions with others or with equipment, have students practise stopping, slowing down, and changing directions in stop/start activities.</p>
	<p>◆ Safe Equipment Use</p> <p>Have students demonstrate the proper use of equipment needed for each class by brainstorming ideas for handling the equipment safely (e.g., no standing on scooter boards, safe use of skipping ropes).</p>
<p>❖ S.3.2.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

SUGGESTIONS FOR ASSESSMENT

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

Outline for students safe and unsafe practices that the police patrols should be looking for.

Examples:

- following instructions
- stopping on signal
- cooperating with others
- caring for and sharing equipment
- tagging lightly

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.).

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



◆ **Performance Task: Police Patrol**

Peer Assessment: Checklist

Have the “police” assess the other students using the following checklist.

Suggested Criteria:

The student

- is a cooperative participant
- stops on signal
- uses equipment safely

◆ **Performance Task: All Activities**

Teacher: Rating Scale

As students participate in the activities, use a rating scale to assess the following criteria.

Rating Scale			
The student	3 Always	2 Sometimes	1 Needs Improvement
• follows instructions			
• stops on signal			
• cooperates with others			
• demonstrates safe movement in general space			
• uses equipment safely			
• shares equipment			

TEACHER NOTES (continued)

Skipping-Rope Safety Tips:

- Wear appropriate footwear and clothing.
- Ensure adequate spacing between students.
- Use proper rope sizes.
- Warm up and cool down properly.
- Never tie ropes around neck.
- Never take ropes on play structure.
- Put ropes away so they do not tangle.





Safety Outcomes: Grade 2



Knowledge

Skills

- 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.**
- K.3.2.A.2 Recognize safe range of motion of joints** (e.g., neck rotations, knee bends...) **in common exercises.**
- 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.3.2.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...).
- 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).
- K.3.2.B.2 Identify ways to avoid potentially dangerous situations related to water** (e.g., floods, bathtubs, ice conditions, big waves, lightning...) **and unsupervised situations** (e.g., waterfront...) **for self and/or others.**
- 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).
- 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...).

- 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.**

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.