




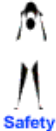








<p>4</p> 	<p>4</p> 	<p>4</p> 	<p>4</p> 
<p><input type="checkbox"/> K.3.4.A.1 Show an understanding of safe practices and risk factors associated with selected physical activities, including simple lead-up-type net/wall and striking/fielding-type games (e.g., positioning self at a safe distance in batting/striking in baseball and/or paddleball...)</p>	<p><input type="checkbox"/> 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>	<p><input type="checkbox"/> 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...)</p>	<p><input type="checkbox"/> 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</p>
<p>K A</p>	<p>K A</p>	<p>K A</p>	<p>K A</p>

<p>4</p>  <p>Safety</p>	<p>4</p>  <p>Safety</p>	<p>4</p>  <p>Safety</p>	<p>4</p>  <p>Safety</p>
<p><input type="checkbox"/> K.3.4.A.5a ➔ 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><input type="checkbox"/> 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>	<p><input type="checkbox"/> 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><input type="checkbox"/> 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>
<p>K A</p>	<p>K A</p>	<p>K B</p>	<p>K B</p>

<p>4</p>  <p>Safety</p>	<p>4</p>  <p>Safety</p>	<p>4</p>  <p>Safety</p>	<p>4</p>  <p>Safety</p>
<p><input type="checkbox"/> K.3.4.B.4 ➔ 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 officers, block parents, firefighters, doctors, nurses, elders, ski patrols, snowmobile patrols, forest rangers, coast guards...)</p>	<p><input type="checkbox"/> 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...)</p>	<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>K</p>	<p>B</p>	<p>S</p>	<p>A</p>