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<p><input type="checkbox"/> K.3.7.A.1 Determine safety rules, routines, and procedures related to selected activities, including territory/invasion-type and striking/fielding-type activities (e.g., no blocking or tackling in flag football...)</p>	<p><input type="checkbox"/> 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><input type="checkbox"/> K.3.7.A.3 Justify reasons (e.g., ease of movement; personal hygiene; prevention of injury, sunburn, frostbite, hyperthermia, hypothermia...) for appropriate dress for selected physical activities</p>	<p><input type="checkbox"/> 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 A</p>	<p>K A</p>	<p>K A</p>	<p>K A</p>

<p>7</p>  <p>Safety</p>	<p>7</p>  <p>Safety</p>	<p>7</p>  <p>Safety</p>	<p>7</p>  <p>Safety</p>
<p><input type="checkbox"/> K.3.5.A.5a → K.3.7.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...)</p>	<p><input type="checkbox"/> K.3.7.A.5b Outline the emergency steps (e.g., seeking help, administering basic first aid...) related to water incidents or accidents (e.g., hypothermia, drowning...)</p>	<p><input type="checkbox"/> K.3.7.B.1 Describe ways to respond to dangerous situations in the community (i.e., school intruders, home invasion, hazing, Internet use).</p>	<p><input type="checkbox"/> K.3.6.B.4 → K.3.7.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 A</p>	<p>K A</p>	<p>K B</p>	<p>K B</p>

<p>7</p>  <p>Safety</p>	<p>7</p>  <p>Safety</p>	<p>7</p>  <p>Safety</p>	<p>7</p>  <p>Safety</p>
<p><input type="checkbox"/> K.3.7.B.5a Describe scenarios that illustrate examples of physically, verbally, and emotionally abusive behaviours in different relationships (i.e., within families, between friends, among peers, with employers, in groups, in gangs, on sports teams, when babysitting)</p>	<p><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> K.3.7.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 B</p>	<p>K B</p>	<p>K B</p>	<p>K B</p>

<p>7</p>  <p>Safety</p>	<p>7</p>  <p>Safety</p>	<p>7</p>  <p>Safety</p>	<p>7</p>  <p>Safety</p>
<p><input type="checkbox"/> S.3.4.A.1 ➔ S.3.7.A.1 Follow set rules and routines for safe participation and use of equipment in selected physical activities (e.g., fair-play rules, change-room routines, equipment distribution, sharing space...)</p>			
<p>S</p>	<p>A</p>		