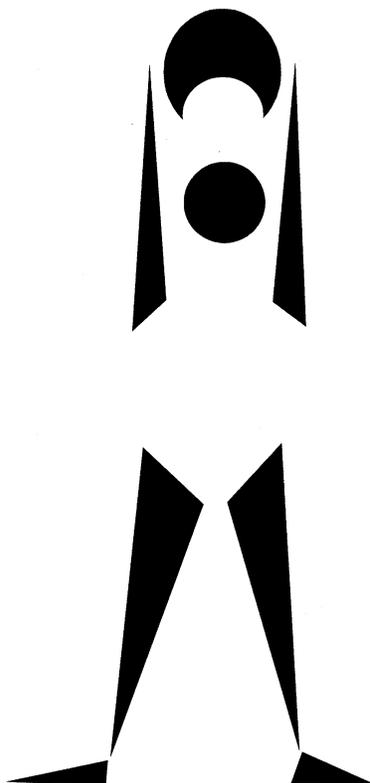

Grade 1

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
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.3.K.A.1 ⇨ K.3.1.A.1 Recognize safe and controlled movement while participating in physical activity (e.g., stop and start on signal, move without interfering with others, enter and exit in a safe manner, land softly...).</p>	<p>◆ Learning Outcome Connections</p> <ul style="list-style-type: none"> • Safe and Unsafe Movements: Demonstrate both safe and unsafe movements prior to having students participate in activities suggested for learning outcome S.3.1.A.1. Have students identify both the movements that show control and safety and those that are unsafe. • Controlled Landings: Have students participate in soft and safe landing activities suggested for learning outcome K.1.1.B.2 to demonstrate the importance of controlled landings. <p>◆ Gym Rules!</p> <p>Work with students to identify important safety rules as they apply to entering and exiting the gymnasium, participating in activity, using equipment, using the equipment room, and so on. Post the Gym Rules! in a visible place in the gymnasium.</p> <p>◆ Police Patrol</p> <p>Identify a group of students to be the “police,” wearing hats or pinnies, while others are involved in free-play activities. Have 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 at being on patrol. After the activity, lead a class discussion about the various safe and unsafe practices observed by the police. Encourage police to describe the situations rather than accuse the students who were demonstrating the unsafe behaviours. Commend those demonstrating safe practices.</p>
<p>Curricular Connections PE/HE: GLOs 1 to 5 (all activities)</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).

Post the Gym Rules! and/or safety signs in a visible place so that all users can reinforce them throughout the year.

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

Examples:

- students sitting on scooters (safe) rather than standing (unsafe)
- floor hockey sticks below waist level (safe) or above waist level (unsafe)
- students running into or interfering with others' play spaces (unsafe)
- students taking turns (safe)
- students throwing balls appropriately, depending on the game/sport (safe)
- students staying off restricted equipment/apparatus (safe)

SUGGESTIONS FOR ASSESSMENT

◆ Interview: Learning Outcome Connections

Teacher: Inventory

Demonstrate safe and unsafe behaviours for the following examples:

- Stop and start on signal.
- Move without interfering with others.
- Enter and exit in a safe manner.
- Land softly.

Have students who think the demonstration was safe go to a designated area of the gymnasium, and those who think the demonstration was unsafe go to the opposite side of the gymnasium. Discuss student choices.

If time is limited, this assessment activity could be done through questions answered informally with thumbs-up or thumbs-down responses from the group.

TEACHER NOTES *(continued)*

Safety Strategies:

Encourage safe behaviour by using strategies such as the following:

- Clearly articulate safe 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.



PRESCRIBED LEARNING OUTCOMES

Students will...

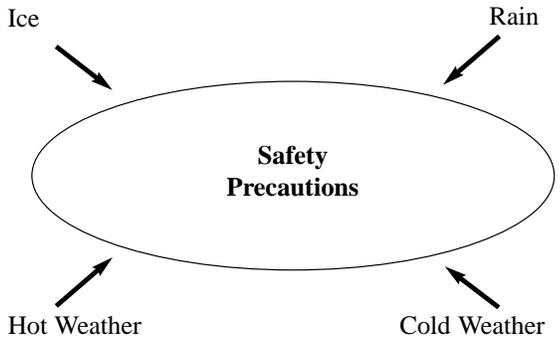
☐ K.3.1.A.2 Identify how weather conditions may affect safe exercising (e.g., ice/rain makes a running surface slippery, hot weather requires fluid replacement, danger of frostbite...).

Curricular Connections
SC: Cluster 4—Daily and Seasonal Changes (weather safety precautions)

SUGGESTIONS FOR INSTRUCTION

◆ Safe Practices

As a class, create a mind map about safety precautions related to weather conditions. Have students add information about what safety precautions to take while playing or exercising in these types of weather conditions. Create categories such as the following to direct their thinking:



Safe Practices: Adapted from *K-4 Science*, 1.62.

☐ K.3.1.A.3 Recognize the importance of proper, secure footwear (e.g., for keeping feet and ankles safe, warm, dry, and comfortable...) **in physical activity on different surfaces** (e.g., gymnasium floor, icy or wet surfaces, balance beams, climbing frames, mats...).

Curricular Connections
MA: Shape and Space (shoe sizes, sorting)
SC: Cluster 3—Characteristics of Objects and Materials (friction, slippery surfaces)

◆ Foot Race

Divide the class into relay teams of three or four students. Have “footwear cards” at a designated end of the gymnasium (enough cards for each team). Call out a situation and have the first students in each line run to the area to bring back the appropriate footwear. Repeat.

◆ Footwear for Fun

Have students work in small groups to identify proper footwear for a variety of physical activities on different surfaces. Use a Sharing/Talking Circle to discuss student findings, with explanations of the importance of using proper, secure footwear in activities. (See Sharing Circle, *K-4 ELA*, Strategies–106.)

◆ Sole Mate

Provide students with a pictorial page of different surfaces (e.g., gymnasium floor, icy surface, wet surface, balance beams, climbing frames, mats) and different types of footwear (e.g., bare feet, runners, winter boots, high heels, runners with untied laces, black-soled shoes, rubber boots, sandals) appropriate for the different surfaces. Have students match the surface to the footwear best suited for safety.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Discuss why students should practise the safety rules. See *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.).

◆ **Interview: Safe Practices**

Teacher: Inventory

Use the weather of the day to assess student achievement of this learning outcome (teachable moments). Start the class by saying, “Today it is very hot (or cold, windy, and so on) outside. If we want to play outside we need to....” Have students fill in the statement verbally using safety practices related to

- what to wear
- what to drink
- what to bring
- what to use
- what to be careful about

Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.) for descriptions of proper clothing/footwear suggested for a variety of activities.

Communicate with parents/guardians, using school handbooks, monthly newsletters, school websites, and so on, regarding the importance of proper and secure footwear for physical activity participation.



◆ **Observation: Foot Race**

Teacher: Inventory

During the relay race, check whether students select the proper footwear. Discuss their selections.

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.3.1.A.4 Show an understanding of the general rules for safe use of equipment (e.g., distributing, setting up, reporting unsafe conditions and situations, putting away...) **and facilities** (e.g., boundaries, special rules pertaining to a facility...) **for selected activities** (e.g., ball activities, circuits...).

Curricular Connections

PE/HE: GLOs 1 to 5 (all activities), K.1.1.A.1, K.4.1.B.4 (exercise caution in dangerous situations)

◆ Safe Play

Explain and demonstrate the safe and proper procedures of assigned play activities and have students answer related questions to guide a discussion about safe, active play.

Examples:

- Why is it important to use mats when jumping from heights?
- What could happen if you tag above the shoulders?
- Why must you tag gently?
- Why must you climb the structure only up to a certain height?
- Why is it important to follow rules when getting equipment and putting it away?
- Why is waiting your turn important in station and circuit activities?

◆ Learning Outcome Connection

Brainstorm with students safe procedures for equipment distribution and return and colours of boundary lines for specific games and activities. Add points to the Gym Rules! (see learning outcome K.3.1.A.1).

◆ Safety Snaps

Provide pictures (snapshots) showing safe equipment conditions (e.g., mats placed under a balance beam) and unsafe equipment conditions (e.g., bench sticking out from a wall). Also provide pictures of safe situations (e.g., someone tying his or her shoelaces) and unsafe situations (e.g., someone climbing the jungle gym too high) and ask students to identify the situations as safe or unsafe. Discuss how students would go about reporting these or similar unsafe situations.

☐ K.3.1.A.5a Identify common playground and physical activity hazards at school (e.g., on playing surfaces, slides, swings, ditches, parking lots...).

Curricular Connections

PE/HE: K.4.1.B.4 (exercise caution in dangerous situations)
SC: Cluster 2—The Senses (observing)

◆ Hazard Hunt

Take students on a hike around the school grounds or local playground and have them identify various hazards along the way.

Variation: Have students work in small groups to talk about what they see, feel, hear, and smell in and around the play areas. Have students record ideas using a Sense Cluster graphic organizer (see *K-4 Science*, 1.20).



TEACHER NOTES

Assign students responsibility for distributing and setting up equipment and apparatus. Ensure that they work together responsibly when moving large equipment and that they “lift with the legs” and carry apparatus with care and safety. As well, remind students to move equipment without excessive noise (studies show that the noise level established at the beginning of the school year usually prevails throughout the year).

A limited number of safety rules should be established with class input at the beginning of the year to be posted in a visible place.

Refer to *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.).



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Safe Play**

Teacher: Checklist

Review general rules for safe use of equipment and facilities for a variety of activities *every class!* Observe students as they participate in play and look for an understanding of the general rules for safe use of equipment and facilities.

Suggested Criteria:

The student

- shows safe distribution of equipment
- demonstrates proper equipment set-up
- puts away equipment properly
- recognizes boundaries
- follows rules pertaining to the facility

This should be an ongoing, informal assessment.

◆ **Questioning/Interview: Hazard Hunt**

Teacher: Inventory

After completing the Hazard Hunt, ask students the following questions:

- What areas of the playground should you use with caution?
- Name some of the hazards found on the playground.
- How can you help to make the playground safer?

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.3.1.B.1 Identify potential safety risks in community related to toys, clothing, road and vehicles, bus ridership, unsupervised situations, fire/burns (e.g., lack of smoke detectors, matches, lighters, candles, cigarettes...), and holidays (e.g., Hallowe'en, Christmas, Hanukkah...), and ways to avoid injury.

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (related to safety), GLO 3—Manage ideas and information (access information, develop new understanding)

SC: Cluster 2—The Senses (protecting the senses)

◆ Toy Safety (safety risks related to toys)

Have students bring to class a variety of toys from home for “show and tell.” Ask them to identify the safety risks associated with certain playthings, such as choking on small pieces, suffocating with plastic bags, and injuring eyes with sharp objects. Stress the importance of playing safely by following instructions, choosing toys that are suitable to the child’s level of development, and not leaving toys underfoot where they could cause a fall (e.g., on or at the bottom of the stairs).

◆ Clothing

Have several students demonstrate and explain how to dress for the weather before they go outside for recess. Repeat this several times during the year for different weather conditions. Identify the safety risks associated with certain clothing: shoelaces, scarves, hoods, and drawstrings on sweaters. As well, explain what to do when one’s clothing catches on fire.

◆ School Bus Danger Zone (school bus ridership)

Take students through the Bus Safety activity suggested for learning outcome K.3.K.B.1 to reinforce the importance of following safety rules both inside and outside the bus, particularly with respect to the school bus danger zone.

◆ Crosswalk Crossing (road and vehicles)

Use two parallel lines of masking tape to create a road on the classroom or gymnasium floor. Place two parallel lines of tape across the road to represent a crosswalk. Have students walk in the general space of the classroom or gymnasium and line up at the crosswalk at the first audible signal and then cross at the second signal, after looking left and right. Ensure that students apply the safety rules identified in the assessment suggestions for learning outcome K.3.K.B.1.

Variation: Use visual signals instead of audible ones. Have a student instead of the teacher give the signals. Walk outside to a non-busy crosswalk to practise.

(continued)

(continued)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Due to the breadth and importance of the content related to this learning outcome, learning activities should be ongoing and reinforced throughout the year.

For information related to GLO 3—Safety, consult school and school division/district regulations. As well, contact Manitoba Public Insurance for school resources or the National Fire Protection Association for fire safety education information. Encourage family participation in activities, discussions, and the identification of escape routes whenever possible.

Questions for Discussion:

- Can toys be dangerous? When?
- How should you dress when the weather outside is very cold? Hot? Windy?
- What are the hazards related to roads? Vehicles? Buses?
- What are some ways to avoid danger in an unsupervised situation?
- What hazards are associated with matches, candles, or lighters?
- How can fires be prevented?
- What safety rules must be observed at home, outside, or at school?

Use classroom activities to demonstrate how to use certain objects safely (e.g., scissors, electrical outlets, candles) and make connections to science.



◆ **Observation: Safety**

Teacher: Scoring Rubric

Show students pictures of potential safety risks related to toys, clothing, road and vehicles, unsupervised situations, and fire/burns. Use a scoring rubric such as the following to assess students as they attempt to identify the potential risks and ways to avoid injury.

Scoring Rubric	
Scale	The student
3	<ul style="list-style-type: none"> • identifies all or most of the potential risks/avoidance strategies
2	<ul style="list-style-type: none"> • identifies some of the potential risks/avoidance strategies
1	<ul style="list-style-type: none"> • describes very few of the potential risks/avoidance strategies

◆ **Questioning/Interview: School Bus Danger Zone**

Teacher: Checklist

Using a poster of a school bus, assess whether students know that

- there is an area of at least three metres in the front and back of the school bus and one metre on either side in which they cannot be seen by the driver
- they should only be inside this zone to board or exit the school bus
- they should move away from this zone once they are off the bus
- the driver must always be able to see them before they cross in front of the school bus
- they must stay away from the wheels of the bus
- they must never stand behind the bus
- they must never climb or play on snowbanks that are close to the road

(continued)

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.3.1.B.1 *(continued)*

(continued)

◆ **Unsupervised Situations**

Using pictures, texts, and role-play, demonstrate why students should not play by themselves in some situations at home, on the playground, and at school. Include a child playing with electrical outlets or pharmaceutical products, standing in a slippery bathtub, sliding down a railing at school, and jumping from playground equipment. Discuss what students should do and what they should not do in order to avoid dangerous situations.

◆ **Safety Risks Related to Fire/Burns**

Using a dollhouse or a picture/plan of a house or school, have students identify

- places where someone could be burned
- situations or things that can cause a fire
- what they can do to protect themselves when there is a fire (e.g., stop, drop, and roll to put out burning clothing)

◆ **Holiday Safety Risks**

Have students identify the safety risks related to holidays such as Hallowe'en, Christmas, and Hanukkah, including costumes, candy, and strangers (Hallowe'en), and electrical decorations and candles (Christmas and Hanukkah).

◆ **Injury Prevention**

Invite children to compare pictures of safe and dangerous situations and have them give examples of ways they can avoid injury, such as when they are playing in the gymnasium, walking the streets on Hallowe'en, or playing outside.

◆ **Safety Drawings**

Have students draw pictures depicting the safety risks related to specific situations, such as holidays, playing with toys at home, and waiting to board the school bus. Have students present their drawings to the class.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

School fire drills provide opportunities to review all fire safety rules and to point out the importance of having evacuation plans for school, home, or outdoor activity areas, such as a park.



(continued)

◆ **Journal Entry: All Activities**

Teacher: Inventory

Have students make a Safety Book with a chapter for each category (e.g., toys, traffic, clothing). Include paper and pencil tasks related to each category for students to complete.



See BLM 1–2: Avoid That Stranger and BLM 1–3: Safety on Wheels for examples.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.1.B.2 Identify unsafe situations related to the environment (i.e., forest fires, floods, tornadoes, lightning) and safety rules for own protection.</p> <div data-bbox="113 535 548 718" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections ELA: GLO 3—Manage ideas and information (access information, develop new understanding) SC: Cluster 4—Daily and Seasonal Changes (natural disasters)</p></div>	<p>◆ Unsafe Environmental Situations</p> <p>Using documentaries or other texts, have students identify unsafe situations related to the environment, such as forest fires, floods, tornadoes, and lightning. Ensure that they recognize the associated hazards and the safety rules for their own protection, such as obeying fire warning alarms and not playing outside during an electrical storm when there is lightning.</p> <p>Variation: Invite guests (e.g., fire fighter, forest ranger) and have students ask questions about how they can best protect themselves in unsafe situations.</p>



TEACHER NOTES

Consult school or school division/district procedures and park and forest regulations, where applicable. Check current resources for recommended procedures for forest fires, floods, tornadoes, and lightning, and review them at the appropriate time (e.g., before a thunderstorm, before summer vacation).



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Unsafe Environmental Situations**

Teacher: Rating Scale

Read aloud an account of a potentially dangerous environmental situation and have students role-play what they would do. Rate their responses, using the following rating scale.

Rating Scale	
Scale	The student
☺ Very good	<ul style="list-style-type: none"> knew exactly what to do
☹ Satisfactory	<ul style="list-style-type: none"> had a general idea of what to do but forgot some important steps
⊗ Needs work	<ul style="list-style-type: none"> did not know what to do or did the incorrect thing

Alternatively, show students pictures of unsafe situations related to the environment and use a similar rating scale to assess their ability to identify the situations correctly.

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ K.3.K.B.3 ➔ K.3.1.B.3 Identify practices (i.e., follow rules and instructions, play in supervised areas, dress appropriately) to prevent injuries related to indoor and outdoor play (e.g., sunburn, frostbite, burns, bruises, bumps, cuts...).</p> <div data-bbox="115 642 548 898" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information (access information, develop new understanding) PE/HE: K.3.1.A.2 (weather conditions), K.3.1.A.3 (dress, footwear) SC: Cluster 4—Daily and Seasonal Changes (outdoor and weather safety, sun protection)</p> </div>

SUGGESTIONS FOR INSTRUCTION

- ◆ **Follow Rules and Instructions**
 Have students identify safety practices after participating in organized indoor (e.g., gymnasium) and outdoor (e.g., school playground) games that demonstrate the importance of following rules and instructions for safe play.

- ◆ **Play in Supervised Areas**
 Have students play in supervised areas (e.g., gymnasium, playground) and stress the importance of observing safety rules in order to prevent injuries.

- ◆ **Dress Appropriately**
 Show students pictures of different weather conditions (e.g., a very cold winter day, a warm and sunny spring day). Ask them to cut out magazine illustrations of clothing and accessories and to make posters representing the various types of weather. Have students explain why they wear particular clothing in certain weather conditions.
Variation: Have students print the names of the clothing under the illustrations, or complete sentences such as the following: “On a very cold winter day, I wear...”

- ◆ **Prevent Injuries Related to Indoor and Outdoor Play**
 Organize a class trip (e.g., to the park) and stress precautions to be taken before, during, and after the trip to prevent injuries (e.g., apply sunscreen, wear a hat, follow safety rules).



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Large empty rectangular box for teacher notes.

◆ **Questioning/Interview: Indoor and Outdoor Play**

Self-Assessment: Rating Scale

Read aloud the following statements and have students complete the happy/sad faces according to how they would rate themselves on the various tasks.

Self-Assessment of Indoor and Outdoor Play		
Rating Scale:		
 Very Good	 Satisfactory	 Requires Improvement
1. I always watch where I'm going while running in the gym.		<input type="radio"/>
2. I wait until the person ahead of me has moved out of the way before I go down the slide.		<input type="radio"/>
3. I only play in areas where an adult can watch me.		<input type="radio"/>
4. I wear sunscreen when I play outside.		<input type="radio"/>
5. I do not play on the road.		<input type="radio"/>
6. I always use the crosswalk when crossing the road.		<input type="radio"/>
7. I always wear a hat when I play outside.		<input type="radio"/>
8. I play cooperatively with other students.		<input type="radio"/>



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

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...).

Curricular Connections

ELA: GLO 3—Manage ideas and information (assess sources, access information), GLO 4—Enhance the clarity and artistry of communication (share ideas and information through pictures, texts)
PE/HE: K.4.1.A.3, S.4.1.A.2, S.3.1.A.3 (problem solving)

◆ **Emergency Telephone**

Use old telephones and have students simulate an emergency call or a call to a safe adult. Have them practise steps (see suggestion for assessment) to provide important information in a calm and logical manner. Make an emergency telephone list to put by the telephone with pictures of the people beside their telephone numbers.

◆ **Whom Do You Call?**

Have students name community helpers using posters, pictures, videos, or texts depicting everyday situations, and describe how to get help (e.g., dial emergency telephone number and report what has happened).

◆ **Space Creatures, Phone Home**

Select two or three taggers to be “it” (scientists). The other players are all space creatures. When caught by a scientist, the space creatures sit down and wait for a free space creature to touch them with a “healing finger” while saying his or her own telephone number. They are then free to help other space creatures who have been tagged. The game is played for two to three minutes and then new scientists are selected.

K.3.1.B.5a Identify types of physical and verbal violence (e.g., hitting, bullying, biting, kicking, name calling...).

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (emotions and actions in different stories, texts)
PE/HE: K.4.1.B.3A, K.4.1.B.3b (conflict resolution)

◆ **Physical and Verbal Violence**

Lead a discussion on the situations in which anger is expressed through types of physical and verbal violence, such as kicking or bullying. Define anger and explain that while it is normal to feel angry at times, there are acceptable and unacceptable ways of expressing anger. After viewing a video, reading a text, or experiencing a real situation, ask: “What happens when a person (or a story character) is angry?” Have students identify acceptable and unacceptable ways of expressing anger and types of physical and verbal violence.

Variation: Using pictures of conflict situations, lead a discussion in which students identify types of physical and verbal violence.



TEACHER NOTES

Remind children that in the event of a fire, they should leave the house/apartment immediately and call the fire department from a location outside the home, such as a neighbour’s place.

Involve parents in take-home activities related to safety education.

Use real or imaginary situations, including films, cartoons, print texts, a playground argument, role-play, puppets, or skits to guide discussion on physical and verbal violence.

Review the school policy on conflict management and violence prevention.

Look for current information on the prevention and avoidance of bullying situations.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Emergency Telephone**

Teacher: Checklist

As students participate in the activity, check whether they follow the steps required to make an important or emergency telephone call. Do they

- know the telephone number of the person they want to call?
- remain calm while dialling the number they want to call?
- indicate the type of emergency?
- give their name, address, and telephone number (where they are calling from)?
- wait to receive instructions from the person contacted before hanging up?
- carry out the instructions?

◆ **Paper and Pencil Task: Physical and Verbal Violence**

Teacher: Checklist

Read the following examples aloud and have students place a check mark in the appropriate category to indicate whether the example is physical or verbal.

Physical and Verbal Violence		
Examples of Violence	Physical	Verbal
• Hitting your brother or sister.		
• Calling your friend a bad name.		
• Kicking someone in the knee.		
• Tripping another person.		
• Telling someone he or she is fat.		

Suggested Criterion:

Look for

- number of correct responses

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="107 268 293 300"><i>Students will...</i></p> <p data-bbox="107 331 526 537"><input type="checkbox"/> K.3.1.B.5b Discuss ways to be safe away from home (e.g., stay away from unsafe situations, move quickly away from dangerous situations, ask for help, know your parents' telephone numbers...).</p> <div data-bbox="115 569 550 758" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections</p><p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (in the context of safety)</p><p>PE/HE: K.4.1.B.4 (avoidance and refusal skills)</p></div>	<p data-bbox="607 327 875 359">◆ Ways to Be Safe</p> <p data-bbox="651 380 1230 512">Brainstorm with students ways to stay safe when they are away from home, such as staying away from dangerous situations, asking for help, and knowing their parents' telephone numbers.</p> <p data-bbox="651 525 1390 625">Role-play different situations in which students are away from home and what they would do in those situations (e.g., lost in the mall, approached by a stranger).</p> 



TEACHER NOTES

Ask families to review telephone use with their children and have them make a practice call for help.
Use guests, videos, texts, or role-play to discuss ways to be safe away from home.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Ways to Be Safe**

Teacher: Rating Scale

Have students role-play what to do in a particular situation and rate their responses using a rating scale such as the following.

Ways to Be Safe								
Rating Scale:								
Scale	The student							
3	• displays the proper behaviours in order to stay safe							
2	• displays some of the behaviours needed to stay safe							
1	• is confused about how to respond in order to stay safe							
Role-Play Situations	Student Names							
• The student is approached by a stranger.								
• The student is lost in the shopping mall.								
• A friend is injured at the playground.								
• Someone on the Internet is trying to get information about the student.								

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION												
<p><i>Students will...</i></p>													
<p>☐ K.3.1.B.6a Identify unsafe situations (e.g., involves sexual exploitation, unsafe persons, unsafe Internet sites...) and safety rules for child protection (e.g., follow parents’ advice, never agree to go anywhere with a stranger, avoid walking alone, recognize and avoid enticements...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (in the context of safety), GLO 3—Manage ideas and information (assess sources related to safety, access information) PE/HE: K.3.1.B.5b (safety away from home)</p> </div>	<p>◆ Safety Rules to Follow</p> <p>Use pictures, a video, or a story about “saying no” or “dealing with strangers” and ask questions that help students to identify safety rules for their protection. Have them identify unsafe situations and safety rules for their protection:</p> <ul style="list-style-type: none"> • Never agree to go anywhere with a stranger. • Follow parents’ advice. • Avoid walking alone. • Recognize and avoid enticement. <p>Ask students to use puppets or to role-play ways to protect themselves in potentially unsafe situations.</p> <p>◆ Internet Sites</p> <p>Have students identify ways in which the girl in “Little Red Riding Hood” could have protected herself better in the story and compare her situation with the Internet situation described below.</p> <ul style="list-style-type: none"> • Tell students that the Internet is like a country filled with new and interesting places (or, in keeping with the “Little Red Riding Hood” analogy, that it is like a big forest filled with secrets). They must be careful and follow safety rules along the way, even once they have reached their destination. • Draw parallels between dangerous situations in “Little Red Riding Hood” and Internet surfing: <table style="margin-left: 20px; border: none;"> <thead> <tr> <th style="text-align: left;"><i>“Little Red Riding Hood”</i></th> <th style="text-align: left;"><i>Internet Surfers</i></th> </tr> </thead> <tbody> <tr> <td>— walks alone</td> <td>— surf the Internet alone</td> </tr> <tr> <td>— talks to a wolf</td> <td>— communicate with strangers</td> </tr> <tr> <td>— gives personal information</td> <td>— give personal information</td> </tr> <tr> <td>— takes a shortcut</td> <td>— have unlimited access to sites</td> </tr> <tr> <td>— takes longer than expected</td> <td></td> </tr> </tbody> </table> • Ask students to talk about how they can protect themselves when they surf the Internet. • Tell students that it is important to have their parents’/guardians’ permission before “surfing” on the Internet and that they must take precautions before and during Internet use. 	<i>“Little Red Riding Hood”</i>	<i>Internet Surfers</i>	— walks alone	— surf the Internet alone	— talks to a wolf	— communicate with strangers	— gives personal information	— give personal information	— takes a shortcut	— have unlimited access to sites	— takes longer than expected	
<i>“Little Red Riding Hood”</i>	<i>Internet Surfers</i>												
— walks alone	— surf the Internet alone												
— talks to a wolf	— communicate with strangers												
— gives personal information	— give personal information												
— takes a shortcut	— have unlimited access to sites												
— takes longer than expected													



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Internet Safety:

Review school policy on Internet use related to giving out personal information and recognizing potential predators.

Examples of unsafe scenarios on the Internet:

- I am seven years old and I play hockey in _____. I really like it a lot. Do you play hockey? Any other sports? What do you play? Here is a picture of my team. Do you have a picture of your team? What is your team called?
- I love pizza. My favourite restaurant is _____ on _____ Street. What is your favourite restaurant? Do you go there often?
- There is a big park right beside my house. We play there. Do you live near a park?
- My Dad has a red car. I love that colour. What colour is your car?

For further Internet safety tips, consult the following websites:

- *Safety on the Internet:*
<<http://www.sass.ca/safe.htm>>
- *Stay Alert...Stay Safe:*
<<http://www.sass.ca/sassinfo.htm>>

Inform parents about these sites and other useful resources. Invite parents to discuss the safety of their children on the Internet, in particular with respect to the variety of sites available and how to avoid potentially harmful sites.



Paper and Pencil Task: All Activities

Teacher: Checklist

Read the following situations aloud and have students complete the chart by entering the number of the safety rule not being followed.

Safety Rules:

1. Listen to your parents’ rules.
2. Stay away from strangers.
3. Do not walk alone.
4. Recognize and stay away from unsafe situations.

Identify Unsafe Situations	
Situation	Rule #
A. You stayed after school and your friends have already gone home so you head home on your own.	
B. Someone comes up to you and says your Mom has been badly hurt and offers to take you to where she is.	
C. You take a puff of a cigarette.	
D. You are on the Internet and get a message that says: “For a free bike, send your name and address.” They will send it out to you.	
E. You are supposed to be home by dark but you and your friends decide to finish your game.	

Suggested Criterion:

Look for

- number of correct responses

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ S.3.K.A.1 ➔ S.3.1.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.	◆ Learning Outcome Connections Have students participate in various activities such as those suggested for learning outcomes K.1.1.C.1 (knowledge of rules), K.1.1.B.2 (stop on signal), K.1.1.C.4 (cooperation), and S.1.1.B.2 (body and space awareness) to reinforce the importance of following rules and routines for safe, active participation in activities.
Curricular Connections PE/HE: K.1.1.C.1 (knowledge of rules), K.1.1.B.2 (stop on signal), K.1.1.C.4 (cooperation), S.1.1.B.2 (body and space awareness)	◆ Safe Equipment Use Have students demonstrate the proper use of equipment to be used for each lesson by brainstorming ideas for the safe handling of the particular pieces of equipment (e.g., no standing on scooter boards).
	◆ Safe Movement Strategies 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.



TEACHER NOTES

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 throughout all the general learning outcomes throughout the year.

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.).

Safe Learning Environment:

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 from the facility or field of play



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Learning Outcome Connections**

Teacher: Checklist

Observe and check students as they participate in the various activities using the following criteria.

Name	Cooperates	Stops on signal	Uses equipment safely

◆ **Performance Task: Learning Outcome Connections**

Self-Assessment: Rating Scale

After students have participated in the suggested activities, ask them to rate themselves by a show of fingers, using the following rating scale.

Rating Scale			
Criteria	3 Always	2 Sometimes	1 I Need to Improve
• I use equipment safely.			
• I stop on signal with control.			
• I cooperate with my classmates.			



Safety Outcomes: Grade 1



Knowledge

- K.3.K.A.1** ➡ **Recognize safe and controlled movement while participating in physical activity** (e.g., stop and start on signal, move without interfering with others, enter and exit in a safe manner, land softly...).
- K.3.1.A.2** **Identify how weather conditions may affect safe exercising** (e.g., ice/rain makes a running surface slippery, hot weather requires fluid replacement, danger of frostbite...).
- K.3.1.A.3** **Recognize the importance of proper, secure footwear** (e.g., for keeping feet and ankles safe, warm, dry, and comfortable...) **in physical activity on different surfaces** (e.g., gymnasium floor, icy or wet surfaces, balance beams, climbing frames, mats...).
- K.3.1.A.4** **Show an understanding of the general rules for safe use of equipment** (e.g., distributing, setting up, reporting unsafe conditions and situations, putting away...) **and facilities** (e.g., boundaries, special rules pertaining to a facility...) **for selected activities** (e.g., ball activities, circuits...).
- K.3.1.A.5a** **Identify common playground and physical activity hazards at school** (e.g., on playing surfaces, slides, swings, ditches, parking lots...).
- K.3.1.B.1** **Identify potential safety risks in community related to toys, clothing, road and vehicles, bus ridership, unsupervised situations, fire/burns** (e.g., lack of smoke detectors, matches, lighters, candles, cigarettes...), **and holidays** (e.g., Hallowe'en, Christmas, Hanukkah...), **and ways to avoid injury.**
- K.3.1.B.2** **Identify unsafe situations related to the environment** (i.e., forest fires, floods, tornadoes, lightning) **and safety rules for own protection.**

Knowledge (continued)

- K.3.K.B.3** ➡ **Identify practices** (i.e., follow rules and instructions, play in supervised areas, dress appropriately) **to prevent injuries related to indoor and outdoor play** (e.g., sunburn, frostbite, burns, bruises, bumps, cuts...).
- 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...).
- K.3.1.B.5a** **Identify types of physical and verbal violence** (e.g., hitting, bullying, biting, kicking, name calling...).
- K.3.1.B.5b** **Discuss ways to be safe away from home** (e.g., stay away from unsafe situations, move quickly away from dangerous situations, ask for help, know your parents' telephone numbers...).
- K.3.1.B.6a** **Identify unsafe situations** (e.g., involves sexual exploitation, unsafe persons, unsafe Internet sites...) **and safety rules for child protection** (e.g., follow parents' advice, never agree to go anywhere with a stranger, avoid walking alone, recognize and avoid enticements...).

Skills

- 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.