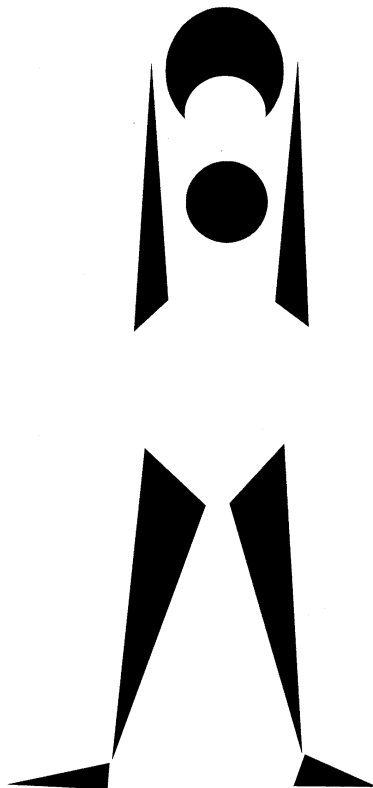

Kindergarten

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 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> <div data-bbox="115 590 550 772" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information (select and process) PE/HE: S.3.K.A.1 (safety), K.1.K.B.3a (move in general space), S.1.K.A.3 (stop on signal), S.1.K.D.2 (landings)</p> </div>	<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 the activities suggested for learning outcomes S.1.K.A.3 (stop on signal), S.1.K.A.1 (move in general space), and S.1.K.D.2 (land softly). Have students identify both the movements that show control and safety and those that are unsafe. • Safe Use of Space: Have students participate in the activities suggested for learning outcome K.1.K.B.3a (Moving in Space, Island of Space, Floating Bubbles, and Space Runners) to demonstrate proper and safe use of personal and general space. • Controlled Landings: Have students participate in soft and safe landing activities suggested for learning outcome S.1.K.D.2 to demonstrate the importance of controlled landings. <p>◆ Gym Rules!</p> <p>As part of the warm-up and cool-down activities, discuss with students the important safety rules as they apply to entering and exiting the gymnasium, participating in activity in the gymnasium, using equipment, using the equipment room, and so on. Ask them to identify and repeat rules back to you frequently.</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).

Safety Strategies:

Encourage safe behaviour 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

◆ **Questioning/Interview: Learning Outcome Connections**

Teacher: Checklist

Informally observe students' understanding and recognition of the rules during the demonstration, and interview the class for responses to the following questions:

1. Did you stop and start on the given signal?
2. Did you bump into anyone while moving?
3. How did you make sure you didn't bump into others?
4. How did you safely enter the gymnasium?
5. How will you safely exit the gymnasium?
6. Did you land softly?
7. How were you able to land softly?

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.3.K.A.2 Show an understanding that physical or medical conditions (e.g., injury, illness, asthma, physical disabilities, low fitness levels...) may affect degree and type of participation.

Curricular Connections

ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences (develop understanding), GLO 3—Manage ideas and information (select and process)

◆ Hospital Tag

Designate four taggers, wearing pinnies, to tag others on the leg. When tagged, students have an “injured” leg and must hop to a designated “hospital” area. Provide direction for injured students to hop on the spot or in a hoop before returning to the game. Switch taggers frequently throughout the game.

Variation: Taggers tag other body parts and the teacher selects appropriate exercises for healing that body part.

◆ Bandage Tag

Have two or three taggers use beanbags to tag other students gently. If a student is tagged on the upper arm, she or he places an open hand (bandage) on the injured part and continues to run. When tagged again (e.g., on the back), the student places his or her second hand (bandage) on the back. When tagged a third time, the student has no bandages left and must go to the “hospital emergency waiting room” (bench) and perform the “operation” as directed by the “doctor” (teacher). The doctor then gives the patient two new bandages (“give 10!”) so that the student can return to the game.

☐ K.3.K.A.3 Distinguish between appropriate and inappropriate footwear for indoor and outdoor activities (e.g., running shoes for indoor physical activities, winter boots for outdoor winter activities...).

Curricular Connections

ELA: GLO 3—Manage ideas and information
MA: Patterns and Relations (sorting)
SC: Cluster 2—Colours

◆ Footwear for Fun

Discuss with students appropriate and inappropriate footwear for both indoor and outdoor activities. Provide pictures or samples of footwear and have students identify the proper wear for specific indoor and outdoor activities.

◆ Runner Relay

Divide students into groups and have them participate in a relay to select footwear, appropriate to the activity called out by the teacher, from a pile or box of footwear placed in front of each group at the opposite end of the gymnasium (e.g., runners, sandals, boots, slippers, ski boots, snowshoes, and so on).



TEACHER NOTES

Remind students to tag gently and to remember that the object of the game is to play without getting caught or injured.

Discuss with students how real-life injuries and other medical conditions affect participation in activities (as in Hospital Tag and Bandage Tag); however, in time, with help, rest, and special care, the condition usually improves.

Use teachable moments when students in the class are injured or have a medical condition that affects their participation, when appropriate. Discuss ways in which students can be helpful to one another and ways of adapting activities to promote inclusion.

SUGGESTIONS FOR ASSESSMENT

◆ **Questioning/Interview: Hospital Tag**

Teacher: Inventory

Pose the following questions for discussion after the Hospital Tag activity:

- How does an injury affect your participation?
- How does a cold affect your participation?
- How does a strong heart affect your participation?
- How does a physical disability such as a broken leg or blindness affect participation?

Establish footwear rules (e.g., no “sock feet” for running-type games, do shoes up properly, wear clean runners indoors) to ensure safe participation for all activities.

Use footwear samples available from your school’s “lost and found” collection.

◆ **Paper and Pencil Task: Footwear Fun**

Teacher: Inventory

Provide students with pictures of footwear. Read aloud instructions such as the following and have students circle footwear appropriate for the designated activity.

Examples:

- With a green crayon, circle the appropriate footwear for a walk on a winter day.
- With a red crayon, circle the appropriate footwear for the gymnasium.
- With a blue crayon, circle the appropriate footwear to wear when it is raining or muddy.
- With a yellow crayon, circle the appropriate footwear to wear when it is hot or when you are at the beach.
- Other examples



PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

☐ K.3.K.A.4 Show an understanding of general safety rules in the gymnasium (e.g., safe and unsafe areas and fixtures, entrances and exits, storage of equipment, use of mats...) **for active play** (e.g., sports/games, rhythmic/gymnastics...).

Curricular Connections

ELA: GLO 3—Manage ideas and information

PE/HE: K.3.K.A.1 (safe and controlled movement)

◆ 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 for 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 proper rules when getting equipment and putting it away?
- Why is it important to slow down and stop without touching the gymnasium wall?
- Why does the class need to line up? Take turns?

◆ Learning Outcome Connection

Brainstorm with students unsafe areas and fixtures in the gymnasium (e.g., door closure areas, benches, electrical outlets) to add to the Gym Rules! identified in relation to learning outcome K.3.K.A.1.

☐ K.3.K.A.5a Discuss common safety rules for physical activity on the playground and school play areas (e.g., climbing equipment, play fields, baseball backstops, fences, hard surfaces, sandpits...).

Curricular Connections

ELA: GLO 3—Manage ideas and information (plan and focus)

PE/HE: GLO 4—Personal and Social Management (fair play)

◆ Playground Walk

Take students for an outdoor walk/run, stopping at the various play areas to explain the safety rules for each area. On subsequent walks, have pairs of students discuss the safety rules that apply to each play area.

◆ Video Viewing

Videotape students playing on the school playground equipment or play areas. When viewing the video, ask students to raise their hands when they see someone playing safely or fairly and explain the safe and kind behaviours.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

At the beginning of each year, have students take part in activities in which they practise various line and group formations quickly and safely.

Safety Rules:

Establish general safety rules to be used and reinforced in each class, using a code such as the

ABCs of Safety:

A—Act safely.

B—Be prepared and positive.

C—Cooperate.

(Source: PE Central website, <<http://www.pecentral.org/>>)

◆ **Paper and Pencil Task: Safe Play**

Teacher: Inventory

Provide pictures of children playing near safe areas and pictures of children playing near unsafe areas. Have students circle the pictures showing safe, active play.

Suggested Criterion:

Look for

- number of correct identifications

See *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA et al.) for further safety guidelines. For further safety tips, see page 140 of *Ready-to-Use P.E. Activities for Grades K–2* (Landy and Landy).

Refer to learning resource catalogues for safety-related videos and other audiovisual aids.



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ K.3.K.B.1 Identify safety symbols, hazards, and risks in everyday living (i.e., traffic, school bus ridership, waterfront, poisons, chemicals, stoves/ovens, sharp utensils, bathtubs).</p>
<p>Curricular Connections ELA: GLO 2—Comprehend and respond personally and critically to literary and media texts (textual cues) MA: Patterns and Relations (sorting, patterns) PE/HE: S.1.K.A.1 (safe travel), S.1.K.A.3 (stopping and starting), K.1.K.B.3c (qualities of effort), K.1.K.C.1 (rules), K.1.K.C.4 (safe play) SC: Cluster 2—Colours</p>
<i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION

- ◆ **Neighbourhood Walk (traffic)**
 Take students for a walk through the neighbourhood around the school and point out traffic signs such as stop signs, traffic lights, crosswalks, and railroad crossings.
Variation: Repeat the same activity, but have students identify the signs.

- ◆ **Bus Safety (school bus ridership)**
 Have students look at pictures of school bus safety. Have them identify the safety rules by showing thumbs up if it is a safety rule, or thumbs down if it is not a safety rule.
Variation: Simulate a bus trip in class using chairs as bus seats.

- ◆ **Safety at Home (stoves/ovens, sharp utensils, bathtubs)**
 Using pictures, have students name the areas in the home that could be dangerous, in particular the kitchen and bathroom. Have them identify the hazards of using kitchen appliances (stove/oven), sharp utensils (knives), laundry room appliances (washer/dryer), and the bathtub (amount of water, temperature). Remind students not to touch or use harmful products without permission from or supervision by an adult.

- ◆ **Waterfront Safety**
 Have students identify the places they can find water/ice in/on which to play (e.g., bathtub, pool, pond, lake, river) and the corresponding safety signs or rules, according to season (e.g., drowning hazard, thin ice).

- ◆ **Safety Symbols (poisons, chemicals)**
 Show students the different symbols for poisons and corrosive/flammable/explosive products.



Refer to BLM G-9: Safety Symbols (Appendix H).

Have students identify these safety symbols on empty containers they have brought from home (e.g., empty and clean detergent boxes, pharmaceutical products).

(continued)



TEACHER NOTES

For information related to GLO 3—Safety, consult school and school division/district regulations and appropriate resources such as those available from Manitoba Public Insurance. Encourage family participation whenever possible (e.g., develop take-home sheets to be signed by parents/guardians) and use pictures to facilitate comprehension.

In rural areas, teachers could simulate a walk in a town or city. Also identify specific situations in the local community related to road and vehicle safety.

The use of additional resources (e.g., videos, texts, guests) and specific hands-on, interactive activities (e.g., playing in a classroom kitchen area or with puppets) is recommended.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Neighbourhood Walk**

Teacher: Checklist

Observe students as they participate in the Neighbourhood Walk.

Do students

- walk on the sidewalk and/or areas intended for pedestrians?
- look left, then right, then left again before crossing?
- obey traffic signs?
- avoid running across the street?
- cross the street in a straight line?
- cross the street at a crosswalk without stopping in the middle?
- cross at controlled intersections and designated crossings whenever possible?
- other examples

◆ **Performance Task: Bus Safety**

Teacher: Checklist

Observe students as they participate in the Bus Safety activity.

Do students

- sit down and remain seated in the bus?
- demonstrate polite and respectful behaviour?
- keep their voices down?
- remain outside the bus danger zone?
- avoid playing close to the street (e.g., on a snowbank)?
- other examples

◆ **Performance Task: Safety at Home**

Teacher: Checklist

With the help of posters of different parts of the home, in particular the kitchen and bathroom, determine whether students are able to

- name the dangerous items found there (e.g., stove/oven, sharp utensils)
- identify possible hazards (e.g., burns, cuts, drowning)
- link the hazards to items found in these areas
- other examples

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.3.K.B.1 *(continued)*

(continued)

◆ **Safety Relay Race**

Divide the class into small relay teams at one end of the gymnasium and have them run to the opposite end to return with household products that they place in a “safe” or “unsafe” category.

◆ **Danger!**

Arrange four “houses,” one in each corner of the gymnasium. At each house, have a student hold a sign with a poison sign on one side and a safe sign (Block Parent) on the other side. Have students move about the gymnasium and, on a given signal, run and try to find a safe house. Students with signs can flip the sign to either the safe symbol or the poison symbol. If caught at a poison house, students must do five jumping jacks or stop, drop, and roll.

❖ **K.3.K.B.2 Identify unsafe situations related to the environment** (i.e., forest fires, floods, tornadoes, lightning) **and safety rules for own protection.**



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

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PRESCRIBED LEARNING OUTCOMES			
<i>Students will...</i>			
<p>☐ 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...).</p>			
<table border="1"> <tr> <td data-bbox="123 600 358 625">Curricular Connections</td> </tr> <tr> <td data-bbox="123 632 444 680">ELA: GLO 3—Manage ideas and information</td> </tr> <tr> <td data-bbox="123 686 488 762">PE/HE: K.3.K.A.4 (safety in the gymnasium), K.3.K.A.5a (safety in the school playground)</td> </tr> </table>	Curricular Connections	ELA: GLO 3—Manage ideas and information	PE/HE: K.3.K.A.4 (safety in the gymnasium), K.3.K.A.5a (safety in the school playground)
Curricular Connections			
ELA: GLO 3—Manage ideas and information			
PE/HE: K.3.K.A.4 (safety in the gymnasium), K.3.K.A.5a (safety in the school playground)			

SUGGESTIONS FOR INSTRUCTION

- ◆ **Prevention of Play-Related Injuries**
 Have students link certain types of injuries to indoor and outdoor play areas (e.g., scrapes or bumps from playground equipment, burns from climbing rope), and suggest ways to prevent them (e.g., be careful, follow rules and instructions).

- ◆ **I Know What to Wear**
 Ask students to bring to class various pieces of clothing from home. Prepare pictures of different weather conditions (e.g., very cold, rainy, windy, very hot) and have students match the appropriate clothing to each picture.
Variation: Establish relay teams and have students run to their team box and choose items that match the weather condition that the teacher calls out or holds up on a sign.

- ◆ **Follow Rules and Instructions**
 Have students assist in developing the list of rules for the classroom/gymnasium. Ensure that students follow rules and instructions during any physical activity in the playground or gymnasium.

- ◆ **Play in Supervised Areas**
 As students play in a supervised play area, such as the gymnasium, school playground, or playing field, be sure to discuss each activity or piece of equipment and explain the safety rules (e.g., wait for your turn, one at a time, don't push) to prevent injuries. Repeat this activity regularly or whenever new equipment is installed in supervised play areas.

- ◆ **Prevention of Weather-Related Injuries**
 Have students link certain types of injuries to different weather conditions (e.g., sunburn, frostbite) and suggest ways to prevent them (e.g., dress warmly, wear a hat, apply sunscreen).


TEACHER NOTES

Consult school safety regulations for indoor and outdoor play.

Suggest that students talk about safety rules related to indoor and outdoor play with their families.

Consult appropriate resources on reducing child injuries, such as the websites of

- Health Canada:
<www.hc-sc.gc.ca>
- Health Sciences Centre, IMPACT:
<<http://www.hsc.mb.ca/impact/>>


SUGGESTIONS FOR ASSESSMENT
◆ Questioning/Interview: Prevention of Play-Related Injuries

Teacher: Inventory

Show pictures of injuries and ask students to identify safe practices to prevent injury.

Examples:

- To prevent sunburn—play in the shade, wear a hat, and wear sunscreen.
- To prevent frostbite—dress appropriately, wear mitts, toques, and scarves, and cover exposed skin.
- To prevent burns—do not touch stoves, fireplaces, motors that have been running, boiling water, hot water taps or fires.
- To prevent cuts—do not use sharp objects unless supervised.
- Other examples

◆ Paper and Pencil Task: I Know What to Wear

Teacher: Frequency Index

Have students draw a line from the weather word to the correct weather picture.



See BLM K–2: I Know What to Wear.

Suggested Criterion:

Look for

- number of correct matches

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> K.3.K.B.4 Recognize safety helpers in the community (e.g., parent/guardian, family member, babysitter, teacher, principal, doctor, police officer, bus driver, Block Parent, lifeguard...).	◆ Safety Helpers in the Community Show students pictures of individuals from the community, such as a parent/guardian, police officer, principal, school counsellor, custodian, or lifeguard, and have students identify the situations where these persons could provide assistance (e.g., lifeguard could help with a problem at the pool, on a beach).
Curricular Connections ELA: GLO 5—Celebrate and build community (develop and celebrate community), GLO 3—Manage ideas and information (identify sources)	Variation: Invite safety helpers in the community as guest speakers.
	◆ Safety Stories Have students listen to stories that include a safety message (e.g., how a child was able to seek help). Variation: Have students draw a picture about the safety message from a particular story.
<hr/> ❖ K.3.K.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...).	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Encourage family participation in identifying safety helpers in the community.

◆ **Questioning/Interviews: Safety Helpers in the Community**

Teacher: Inventory

Read out various situations in which someone could provide assistance (as given by students in the learning activity) and hold up pictures of three choices for each given situation (e.g., parent/guardian, police officer, principal, school counsellor, custodian, or lifeguard). Have students select the community helper who would assist in each situation.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> 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.</p>	<ul style="list-style-type: none">◆ Learning Outcome Connections Have students participate in various activities such as those suggested for learning outcomes K.1.K.C.1 (follow rules), S.1.K.A.3 (stop on signal), K.1.K.C.4 (cooperate with others, care and share equipment), and S.1.K.A.1 (use of space) to reinforce the importance of following rules and routines for safe, active participation. ◆ Safe Equipment Use For each lesson, prior to the use of particular pieces of equipment, have students brainstorm ideas for handling each piece safely (e.g., no standing on scooter board) and demonstrate its proper use. This is particularly important when introducing new equipment. ◆ 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.

Curricular Connections

ELA: GLO 3—Manage ideas and information

PE/HE: K.1.K.C.1 (rules), K.1.K.C.4 (teamwork, fair play), S.1.K.A.1 (safe travel), S.1.K.A.3 (stopping and starting)



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: All Activities**

Teacher: Checklist

Observe students in the different learning activities. Use a checklist to record the following student behaviours.

The student

- follows instructions
- stops on signal
- cooperates with others
- cares for and shares equipment
- tags lightly



Use BLM G–2: Class Checklist (see Appendix H) for recording purposes.

◆ **Performance Task: All Activities**

Teacher: Scoring Rubric

Observe students as they participate in the learning activities and use the following rubric to assess their ability to follow rules and routines.

Scoring Rubric				
The student	4 Consistently	3 Usually	2 Sometimes	1 Rarely
follows safety rules and routines				

◆ **Performance Task: All Activities**

Self-Assessment: Informal Inventory

After students have participated in the learning activities, ask for a show of hands for each of the following criteria:

- I used the equipment safely.
- I stopped on signal with control.
- I cooperated with my classmates.
- I played without bumping into others.



Safety Learning Outcomes: Kindergarten



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.K.A.2 Show an understanding that physical or medical conditions** (e.g., injury, illness, asthma, physical disabilities, low fitness levels...) **may affect degree and type of participation.**
- K.3.K.A.3 Distinguish between appropriate and inappropriate footwear for indoor and outdoor activities** (e.g., running shoes for indoor physical activities, winter boots for outdoor winter activities...).
- K.3.K.A.4 Show an understanding of general safety rules in the gymnasium** (e.g., safe and unsafe areas and fixtures, entrances and exits, storage of equipment, use of mats...) **for active play** (e.g., sports/games, rhythmic/gymnastics...).
- K.3.K.A.5a Discuss common safety rules for physical activity on the playground and school play areas** (e.g., climbing equipment, play fields, baseball backstops, fences, hard surfaces, sandpits...).
- K.3.K.B.1 Identify safety symbols, hazards, and risks in everyday living** (i.e., traffic, school bus ridership, waterfront, poisons, chemicals, stoves/ovens, sharp utensils, bathtubs).
- 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.K.B.4 Recognize safety helpers in the community** (e.g., parent/guardian, family member, babysitter, teacher, principal, doctor, police officer, bus driver, Block Parent, lifeguard...).

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.