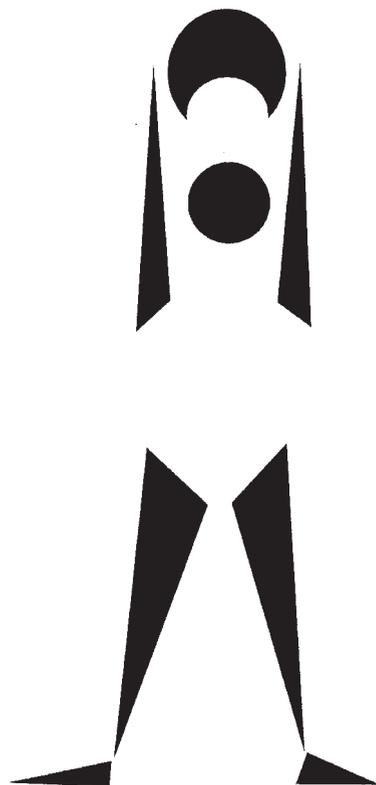


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# Senior 2

## 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
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> <b>K.3.S1.A.1</b> ⇨ <b>K.3.S2.A.1</b>  <b>Review safety rules, routines, and procedures prior to participating in physical activity</b> (e.g., allow space for full backswing and follow-through in golf...).</p>	<p>◆ <b>Knowing Safety Words</b></p> <p>Students identify and list safety rules and terms used in selected physical activities (e.g., “fore” is the warning cry in golf to alert other players that a ball has been hit in their direction). Students write each rule or term on a card or self-adhesive note and post it on the bulletin board.</p> <p>◆ <b>Safety First..., Second, and Third</b></p> <p>Follow the Safety First: Reviewing the Rules activity suggested for learning outcome K.3.S1.A.1, using Senior 2 activities. Create a master list of safety rules and procedures that are essential for each physical activity, and post the list in the gym. Students refer to the master list at the start of each new activity throughout the semester/term or year.</p> <p>◆ <b>KWL</b></p> <p>Provide students with a KWL (Ogle) questionnaire and have them identify</p> <ul style="list-style-type: none"> <li><b>K</b> what they <i>know</i> about the safety rules, routines, and procedures of a specific sport or physical activity</li> <li><b>W</b> what they <i>want</i> to learn about safety</li> <li><b>L</b> what they <i>learned</i> about safety during or after the activity</li> </ul>

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Tip**

- Have students develop a set of procedures (safety signals) that they would use as a general “rule of thumb” during class time.

**Resource****Publication**

- Manitoba Physical Education Teachers Association (MPETA), *et al.* *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.

- ◆ **Performance Task: Safety First..., Second, and Third**  
Teacher Assessment: Anecdotal Notes

At the start of a new activity, the students who identified the safety rules and/or procedures for a specific activity refer to the master file and review the safety rules and/or procedures with the class.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION												
<p><i>Students will...</i></p>													
<p><input type="checkbox"/> <b>K.3.S2.A.2 Explain physiological reasons</b> (e.g., body position, physical characteristics, degree of elasticity of muscles...) <b>why exercise techniques are selected to minimize the risk to self and others</b> (e.g., bending knees in curl-ups reduces back arch/strain, avoiding neck hyperextension reduces cervical strain...).</p>	<p>◆ <b>The Physiology of Do’s and Don’ts</b></p> <p>Provide students with the following list of terms and phrases, which include examples of physical activities, exercise techniques, and physiological reasons for using proper exercise techniques:</p> <ul style="list-style-type: none"> <li>• half neck circles (forward)</li> <li>• reduce lower back strain</li> <li>• bend knees to 90° angle or less</li> <li>• hamstring stretch</li> <li>• keep head forward of body’s midline</li> <li>• prevent wear and tear on joints</li> <li>• pull bar down to chest</li> <li>• prevent strain on knee joints</li> <li>• prevent strain/weight load on cervical spine</li> <li>• lat (latissimus dorsi) pull-down</li> <li>• bend knees</li> <li>• low-impact “aerobics” class</li> <li>• keep shoulders forward of body’s midline</li> <li>• standing dumbbell overhead press</li> <li>• lunge</li> <li>• prevent shoulder impingement</li> <li>• perform in seated position</li> <li>• curl-up (abdominal)</li> <li>• keep one foot on floor at all times</li> <li>• wall squat</li> </ul>												
<table border="1"> <tr> <td> <p><b>Curricular Connections</b> PE/HE: K.3.S1.A.2</p> </td> </tr> </table>	<p><b>Curricular Connections</b> PE/HE: K.3.S1.A.2</p>	<p>Working in small groups, students place the terms and phrases in the appropriate column(s) of a chart that has the following headings. (Note that terms may apply to more than one heading.)</p>											
<p><b>Curricular Connections</b> PE/HE: K.3.S1.A.2</p>													
	<table border="1"> <thead> <tr> <th colspan="3">Exercise Techniques and Physiology</th> </tr> <tr> <th>Physical Activity</th> <th>Exercise Technique</th> <th>Physiological Reason</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Exercise Techniques and Physiology			Physical Activity	Exercise Technique	Physiological Reason						
Exercise Techniques and Physiology													
Physical Activity	Exercise Technique	Physiological Reason											
	<p>Groups share their charts for class discussion.</p>												



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

**Review**

- See instructional and assessment suggestions for learning outcome K.3.S1.A.2.

**Tips**

- Provide students with information on the rapid growth rate of teens and the importance of joint protection and safe strengthening techniques.
- Gender-related hormones affect the degree of elasticity of the muscles (e.g., increased estrogen results in increased elasticity). The techniques for doing a specific exercise are not necessarily different for males and females but the execution of the exercise would have different results (e.g., women may be able to stretch more easily when pregnant because the increased estrogen in their systems causes lax connective tissue around the joints).
- While the “don’t” exercises may increase the risk of injury, some of them may be part of a training program for specific sports (e.g., in athletics, hurdlers are required to perform the hurdler’s stretch).

**Resources**

**Organization**

- Manitoba Fitness Council, University of Manitoba

**Resource Master**

- RM G–3: Exercise Do’s and Don’ts



◆ **Journal/Reflection: The Physiology of Do’s and Don’ts**

Peer/Self-Assessment: Anecdotal Notes

Students compare their charts to the following answer key.

Exercise Techniques and Physiology: Answer Key		
Physical Activity	Exercise Technique	Physiological Reason
hamstring stretch	perform in seated position	reduce lower back strain
low-impact “aerobics” class	keep one foot on floor at all times	prevent wear and tear on joints
lat pull-down	pull bar down to chest	prevent strain/weight load on cervical spine
curl-up (abdominal)	bend knees	reduce lower back strain
wall squat	bend knees to 90° angle or less	prevent strain on knee joints
standing dumbbell overhead press	keep shoulders forward of body’s midline	prevent shoulder impingement
lunge	bend knees to 90° angle or less	prevent strain on knee joints
half neck circles (forward)	keep head forward of body’s midline	prevent strain/weight load on cervical spine

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION																												
<p><i>Students will...</i></p>																													
<p><b>☐ K.3.S1.A.3 ➡ K.3.S2.A.3</b>  <b>Explain the reasons</b> (e.g., maintaining proper body temperature in rain, heat, cold, humidity...) <b>for appropriate dress for selected indoor and outdoor activities</b> (e.g., light and comfortable clothing for squash, layers and headwear for cross-country skiing...).</p>	<p>◆ <b>Which Clothing and Why?</b></p> <p>Arrange the class in groups of three or four students. Have each group</p> <ul style="list-style-type: none"> <li>• choose four activities and the corresponding weather or environmental conditions that might be encountered in those activities (see examples listed below)</li> <li>• identify the appropriate clothing for the selected activities and describe the function of each article of clothing</li> <li>• explain the reasons for the choice of clothing</li> <li>• present findings to the class</li> </ul>																												
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**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

**Review**

- See instructional and assessment suggestions for learning outcome K.3.S1.A.3.

**Glossary**

- frostbite
- heat exhaustion
- heat stroke
- hyperthermia
- hypothermia
- layer principle

**Resources**

**Organizations**

- Consult specialty commercial outlets for information on clothing, fabrics, and layering.



◆ **Performance Task: Which Clothing and Why?**

Peer/Teacher Assessment: Scoring Rubric

Use the following scoring rubric to assess group presentations.

Which Clothing and Why? Scoring Rubric					
Name of Activity _____					
Climate Condition _____					
Rating Scale 3 – Exceptional 2 – Satisfactory 1 – Unsatisfactory					
Criteria	3	2	1	Weight	Score
<b>Content</b>					
• identification of appropriate clothing				x 4	=
• explanation of clothing function				x 4	=
• explanation of reasons for choice of clothing				x 4	=
<b>Organization and Sequence</b>					
• arrangement/organization of information				x 4	=
<b>Creativity</b>					
• creativity of presentation				x 4	=
<b>Total</b>					

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p><b>☐ K.3.S1.A.4</b> ➡ <b>K.3.S2.A.4</b>  <b>Identify safety and risk factors for selected activities</b> (e.g., cross-country skiing...) <b>related to people</b> (e.g., right of way, adaptations for persons with a disability...), <b>facilities</b> (e.g., snow conditions...), <b>and equipment</b> (e.g., appropriate clothing...).</p> <div data-bbox="113 674 555 840" style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b>  <b>PE/HE:</b>                      K.3.S1.A.5b                      K.3.S2.A.5b                      K.3.S2.B.1</p> </div>	<p>◆ <b>Safety for All</b></p> <p>Working in small groups, students create (in poster form) a master guideline for the safety of all people who use their gym facilities and equipment. Groups share their posters. The class combines ideas from the group work to create a poster for display in the school gym.</p> <p>◆ <b>Safety Factors</b></p> <p>For selected physical activities, have students participate in a People Search, asking one another to identify safety and risk factors related to</p> <ul style="list-style-type: none"> <li>• clothing</li> <li>• equipment</li> <li>• facilities</li> <li>• general safety considerations</li> <li>• adaptation for person(s) with a disability</li> </ul> <div data-bbox="659 968 756 1077" style="float: left; margin-right: 10px;"> </div> <p>Refer to People Search in RM G–2: Active Learning Strategies.</p>
<p><b>☐ K.3.S2.A.5a</b> <b>Determine the safety considerations in selected alternative pursuits</b> (e.g., wear protective equipment, use reflective tape for nighttime visibility, have first-aid kit available, watch for extreme weather conditions...).</p> <div data-bbox="113 1423 555 1776" style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b>  <b>PE/HE:</b>                      K.3.S1.A.4                      K.3.S1.A.5b                      K.3.S2.A.4                      K.3.S2.A.5b                      K.3.S2.B.1  <b>SC:</b>                      S2-4-D4 Explain the formation and dynamics of selected severe weather phenomena.</p> </div>	<p>◆ <b>Safety for Alternative Pursuits</b></p> <p>Working in groups of four, students select one alternative pursuit. Groups create a list of safety items, products, and/or methods for their choice of alternative pursuit. Rearrange the group formation so that two students remain in the original group while the other two students join another group. Students in the new grouping share information from their previous group. Reassemble the students into their original groups and have them share information.</p> <div data-bbox="659 1518 756 1627" style="float: left; margin-right: 10px;"> </div> <p>Refer to Jigsaw: A Cooperative Learning Strategy in RM G–2: Active Learning Strategies.</p>



**TEACHER NOTES**

**Review**

- See instructional and assessment suggestions for learning outcome K.3.S1.A.4.

**Glossary**

- risk management

**Resources**

**Publications**

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.
- Manitoba Physical Education Teachers Association (MPETA), et al. *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.

**Resource Master**

- RM G–2: Active Learning Strategies



**SUGGESTIONS FOR ASSESSMENT**

◆ **Interview/Questioning: Safety Factors**

Peer Assessment: Inventory

Students record others’ responses, using the following chart.

Safety Factors	
Name _____	Date _____
Safety factors for (name of activity) _____	
Category	Safety and Risk Factors
Clothing	
Equipment	
Facilities	
General Safety Considerations	
Adaptation for Person(s) with a Disability	

**Resources**

**Publications**

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.
- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 2*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002. (See Activities 1 to 6.)

**Professional**

- wilderness expert

**Resource Master**

- RM G–2: Active Learning Strategies



◆ **Journal/Reflection: Safety for Alternative Pursuits**

Teacher Assessment: Anecdotal Notes

Students respond to the following questions in their journals:

1. What alternative physical activities are you pursuing (have you pursued, would you like to pursue)?
2. What safety precautions need to be undertaken for each alternative pursuit?

**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**☐ K.3.S1.A.5b ➡ K.3.S2.A.5b**  
**Relate the importance of making wise choices to prevent injury in selected land-based activities (e.g., cycling, jogging...) and/or water-based activities (e.g., aquatics, diving, canoeing...).**

**Curricular Connections**  
**PE/HE:**  
 K.3.S1.A.4  
 K.3.S1.A.5b  
 K.3.S2.A.4  
 K.3.S2.A.5b  
 K.3.S2.B.1  
**ELA:**  
 GLO 1—Explore thoughts, ideas, feelings, and experiences.  
 GLO 3—Manage ideas and information.

**SUGGESTIONS FOR INSTRUCTION**

◆ **Staying Safe on Land and Water**

Arrange students in pairs and have each pair identify the possible consequences (injuries) of an unwise choice while participating in selected physical activities on land and water. Students record their ideas, using a chart such as the following, and share their responses in a class discussion.

Staying Safe on Land and Water				
	Activity	Wise Choice	Unwise Choice	Possible Consequences of Unwise Choice
Land-Based Activities	cycling			
	snowboarding			
	rollerblading			
	jogging			
	in-line skating			
	backpacking			
	hiking			
	downhill skiing			
	cross-country skiing			
	other			
Water-Based Activities	kayaking			
	canoeing			
	diving			
	scuba diving			
	water skiing			
	windsurfing (sailboarding)			
	sailing			
	other			

◆ **View and Review**

Using various media (e.g., newspaper or magazine articles, television clips, videos), students collect stories about accidents associated with a recreational physical activity. They share their stories with the class, indicating whether poor choices caused/contributed to the accidents.

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Review**

- See instructional and assessment suggestions for learning outcome K.3.S1.A.5b.

**Resources*****Publications***

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.
- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 2*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002.

**◆ Observation: View and Review**

Teacher Assessment: Inventory

As part of the class discussion, determine whether or not students are able to relate the importance of making wise choices to prevent injuries in selected activities.



**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**K.3.S2.B.1 Determine strategies to manage identified hazards related to community facilities and areas** (e.g., playground areas, bicycle routes, roads bordering schools, fitness and recreational facilities, workplaces...).

**Curricular Connections**

**PE/HE:**

- K.3.S1.A.4
- K.3.S1.A.5b
- K.3.S2.A.4
- K.3.S2.A.5a
- K.3.S2.A.5b

**SUGGESTIONS FOR INSTRUCTION**

◆ **Safety Inspection in the Community**

As a class, students brainstorm to create two lists:

1. possible facilities or areas to be inspected
2. potential hazards related to community facilities and areas

Arrange the class in pairs. Each pair selects a site to be inspected. Using the BLM provided, students identify hazards related to their selected site. Pairs share with the class what strategies (if any) could be enforced to manage the hazard(s) they identified.



Refer to BLM S2–6: Safety Inspection Report.


**TEACHER NOTES**
**SUGGESTIONS FOR ASSESSMENT**
**Resources**
**Publications**

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.
- Manitoba Physical Education Teachers Association (MPETA), *et al.* *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000. (See Appendix F, page 175, and Appendix M, page 188).

**Organization**

- Manitoba Workplace Safety and Health

**Blackline Master**

- BLM S2–6: Safety Inspection Report


**◆ Paper and Pencil Task: Safety Inspection in the Community**

Teacher Assessment: Inventory

Upon completion of the Safety Inspection Reports, assess whether or not students were able to determine how hazards are managed in community facilities and areas.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="92 268 300 304"><i>Students will...</i></p> <p data-bbox="92 325 562 504"><b><input type="checkbox"/> K.3.S2.B.3 Demonstrate an understanding of cardiopulmonary resuscitation (CPR) as specified in the national/provincial certification program.</b></p> <div data-bbox="115 535 546 651" style="border: 1px solid black; padding: 5px;"><p data-bbox="115 535 361 567"><b>Curricular Connections</b></p><p data-bbox="115 567 207 598"><b>PE/HE:</b></p><p data-bbox="115 598 238 630">S.3.S2.A.2</p></div>	<p data-bbox="608 325 993 367"><b>◆ Getting Started on CPR</b></p> <p data-bbox="654 373 1131 409">As a class, discuss the following terms:</p> <ul data-bbox="654 415 977 609" style="list-style-type: none"><li>• angina</li><li>• cardiac arrest</li><li>• cardiovascular disease</li><li>• heart attack</li><li>• stroke</li></ul> <p data-bbox="654 625 1386 730">Identify some of the common signs of heart attack (e.g., heaviness in chest, pain spreading into shoulders and down arms) and stroke (e.g., severe headache, difficulty speaking).</p> <p data-bbox="608 766 854 808"><b>◆ CPR Training</b></p> <p data-bbox="654 819 1424 1029">Arrange for students to receive CPR instruction, as specified in national or provincial certification programs (whether or not for certification). Certified instructors can be booked from agencies such as the Heart and Stroke Foundation of Manitoba and St. John Ambulance. Assess students' knowledge of CPR and related topics.</p> <div data-bbox="654 1050 762 1165" style="text-align: center;"></div> <p data-bbox="785 1066 1393 1144">Refer to RM S2-3: Adult CPR: Skill-Performance Checklist (One Rescuer).</p>



## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

### Glossary

- ABCs
- angina
- cardiac arrest
- cardiopulmonary resuscitation (CPR)
- cardiovascular disease
- emergency medical services (EMS)
- first aid
- heart attack
- stroke

### Tips

- Schools could arrange for a qualified CPR instructor to offer the national or provincial certification course for staff and students. Note that there are costs associated with certifying individuals.
- Emphasize that cardiovascular disease is a major cause of death, disability, and illness in Canada. If someone experiences symptoms of heart attack or stroke and becomes unresponsive, CPR can be a life-saving treatment.

### Resources

#### Publications

- Heart and Stroke Foundation of Canada. *Basic Rescuer: Skills Evaluation 2000 Guidelines*. Ottawa, ON: Heart and Stroke Foundation of Canada, 2000.
- St. John Ambulance. *Heartstart: CPR and AED—Activity Book*. Ottawa, ON: St. John Ambulance, 2001.

### ♦ Paper and Pencil Task: All Activities

Teacher Assessment: Inventory

Refer to the certified examinations (e.g., Heart and Stroke Foundation of Canada, *Basic Rescuer*) or create questions to assess student knowledge of CPR.

#### Sample Questions:

1. List the warning signals of a heart attack.
2. List the risk factors for cardiovascular disease that you cannot change.
3. List the risk factors that you can change.
4. Where do you check for a pulse on an infant? Name the site.
5. What is the CPR ratio for an adult?
6. What is the CPR ratio for a child?
7. What is the CPR ratio for an infant?
8. How often should you give rescue-breathing breaths to an adult victim who is not breathing but does have a pulse?

#### Answer Key:

1. Warning signals may include pain in chest, shortness of breath, and/or nausea.
2. You cannot change factors such as race, age, gender, and family history.
3. You can change factors such as smoking, high cholesterol, obesity, diabetes, stress, lack of exercise, high blood pressure, and excessive use of alcohol.
4. Check brachial pulse.
5. Adult: 15 compressions / 2 breaths
6. Child: 5 compressions / 1 breath
7. Infant: 5 compressions / 1 breath
8. Give rescue-breathing breath once every 5 seconds or 12 times per minute.

## TEACHER NOTES (continued)

### Organizations

- The Advanced Coronary Treatment (ACT) Foundation of Canada
- Heart and Stroke Foundation of Manitoba
- St. John Ambulance

### Resource Master

- RM S2–3: Adult CPR: Skill-Performance Checklist (One Rescuer)



PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> <b>K.3.S2.B.4 Investigate the contributions self and/or others can make to community/global health and sustainable development</b> (i.e., maintaining safe and healthy lifestyle practices, volunteering, reducing, reusing, recycling).</p>

SUGGESTIONS FOR INSTRUCTION

◆ **How Can I Make the World a Better Place?**

Working in groups of three or four, students identify individual practices and activities that can contribute to community and global health and sustainable development, and explain how these contributions can make the world a better place. Groups record their examples and explanations on a chart such as the following, and share their responses with the class.

How Can I Make the World a Better Place?		
	Give examples of individual activities that can contribute to community and global health and sustainable development:	Explain how individual activities can contribute to community and global health and sustainable development:
Health and Well-Being	<ul style="list-style-type: none"> <li>Wear a helmet when riding a bike.</li> </ul>	<ul style="list-style-type: none"> <li>Reduces the chance of head injury in case of a fall.</li> </ul>
	<ul style="list-style-type: none"> <li>Volunteer to hand out water at a local charity run.</li> </ul>	
	<ul style="list-style-type: none"> <li>Wear a seatbelt when in a moving vehicle.</li> </ul>	
	<ul style="list-style-type: none"> <li>Be active and physically fit.</li> </ul>	
	<ul style="list-style-type: none"> <li>Other:</li> </ul>	
Environment	<ul style="list-style-type: none"> <li>Implement and follow a community recycling program.</li> </ul>	
	<ul style="list-style-type: none"> <li>Lobby for and follow no-smoking bylaws.</li> </ul>	
	<ul style="list-style-type: none"> <li>Obey laws against drinking and driving.</li> </ul>	
	<ul style="list-style-type: none"> <li>Avoid littering.</li> </ul>	
	<ul style="list-style-type: none"> <li>Other:</li> </ul>	
Economy	<ul style="list-style-type: none"> <li>Use less water.</li> </ul>	
	<ul style="list-style-type: none"> <li>Recycle print materials, plastic, and metals.</li> </ul>	
	<ul style="list-style-type: none"> <li>Other:</li> </ul>	

◆ **Making a Personal Contribution to Your Community**

Have each student choose a way in which he or she could contribute to community and global health and sustainable development, as related to human health and well-being, the environment, and the economy (see Teacher Notes). Ask students to follow through with their choice of contribution (e.g., volunteer at a local senior citizens' home) for a set time period (e.g., three months).



**TEACHER NOTES**

**Glossary**

- community health/global health

**Resources**

**Publications**

- Manitoba Education and Training. *Education for a Sustainable Future: A Resource for Curriculum Developers, Teachers, and Administrators*. Winnipeg, MB: Manitoba Education and Training, 2000.
- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 2*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002. (See Activity 2.)



**SUGGESTIONS FOR ASSESSMENT**

◆ **Journal/Reflection: Making a Personal Contribution to Your Community**

Self-Assessment: Inventory

Students identify in their journals the personal contributions they are making to community and global health and sustainable development.

**TEACHER NOTES (continued)**

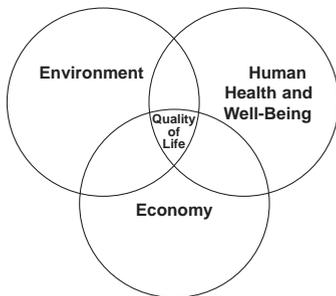
**Organization**

- Manitoba Product Stewardship Corporation (for information on recycling, reusing, and reducing)



With **sustainable development** as a guiding precept, one considers simultaneously the positive and negative impacts of any decision on **human health and well-being**, the **environment**, and the **economy**. The purpose is to integrate and balance our needs, so that an equitable quality of life for all can be achieved and sustained in the future.

The following diagram illustrates this interconnected relationship.



**Sustainable Development**

- **Sustainable human health and well-being** is characterized by people coexisting harmoniously within local, national, and global communities, and with nature. A sustainable society is one that is physically, psychologically, spiritually, and socially healthy. The well-being of individuals, families, and communities is of prime importance.
- **A sustainable environment** is one in which the life-sustaining process and natural resources of the Earth are conserved and regenerated.
- **A sustainable economy** is one that provides equitable access to resources and opportunities. It is characterized by development decisions, policies, and practices that respect cultural realities and differences, and do not exhaust the Earth's resources. A sustainable economy is evident when decisions, policies, and practices are carried out so as to minimize their impact on the Earth's resources and to maximize the regeneration of the natural environment.

**Sustainable Development:** Reproduced from Manitoba Education and Training. *Education for a Sustainable Future: A Resource for Curriculum Developers, Teachers, and Administrators*. Winnipeg, MB: Manitoba Education and Training, 2000. 6.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>S.3.S1.A.1</b> ⇨ <b>S.3.S2.A.1</b> <b>Apply rules and procedures for safe and responsible participation and use of equipment in selected physical activities and environments</b> (e.g., self-regulation, teamwork, promotion of fair play and inclusion...).</p>	<p>◆ <b>A Safe and Responsible Game Day</b></p> <p>Set up mini round-robin tournaments for games such as volleyball, soccer, team handball, and ultimate. At the completion of the tournaments, students assess their own application of safety rules and procedures and fair play. (This assessment could be done for all activities.)</p> <p>◆ <b>Create a New Game</b></p> <p>Arrange the class in groups of three or four and have each group brainstorm to create a new game. Groups take responsibility for teaching the game, officiating, and setting up and taking down equipment. The game participants assess the group that created the game, using the following criteria:</p> <ul style="list-style-type: none"><li>• safety procedures and rules identified</li><li>• equipment availability and safety</li><li>• promotion of fair play and inclusion</li></ul>



**TEACHER NOTES**

**Review**

- fair play
- inclusion
- self-regulation
- teamwork

**Resources**

**Publications**

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.
- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 2*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002. (See Activities 1, 5, and 6.)



**SUGGESTIONS FOR ASSESSMENT**

◆ **Performance Task: A Safe and Responsible Game Day**

Self-Assessment: Rating Scale

Using the following rating scale, students reflect on their behaviour on Game Day and rate their level of satisfaction in applying safety rules and procedures and promoting fair play.

Game Day Rating Scale				
<p><b>Scale:</b>                      4 = Consistently                      3 = Frequently                      2 = Sometimes                      1 = Rarely</p> 				
Criteria	Rating			
In this activity, I	4	3	2	1
• practised safety procedures				
• followed the rules				
• demonstrated fair play				
• shared the implements (e.g., ball, disc)				
• was a team player				
<b>Total Score</b>				
<b>Comments:</b>				

◆ **Performance Task: Create a New Game**

Peer Assessment: Checklist

Game participants assess the students who created and presented the new games, using criteria such as the following.

Safety and Responsibility in Game Creation			
Student Names	_____		
Activity/Game	_____		
Area Used	_____		
Criteria	Yes	No	Comments
The student/group			
• stated/identified safety procedures			
• explained rules clearly and concisely			
• ensured that equipment was ready			
• set up equipment properly			
• took down necessary equipment properly			
• promoted inclusion			
• promoted fair play			

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> <b>S.3.S2.A.2 Demonstrate the skills</b> (e.g., sequential steps of emergency scene management, artificial resuscitation...) <b>required to administer cardiopulmonary resuscitation (CPR).</b></p>	<p>◆ <b>Demonstration of CPR Skills</b></p> <p>Arrange the class in groups of three and have students role-play a scenario in which they administer CPR, as identified in guidelines of national and/or provincial certification programs. In each group,</p> <ul style="list-style-type: none"><li>• one student plays the part of the victim</li><li>• another acts as the first-aid responder</li><li>• the third analyzes and assesses the skill performance of the first-aid responder</li></ul>
<p><b>Curricular Connections</b> <b>PE/HE:</b> K.3.S2.B.3</p>	<p>The three students rotate roles so that everyone has an opportunity to practise and assess the skills required to administer CPR.</p>
	<p> Refer to RM S2–3: Adult CPR: Skill-Performance Checklist (One Rescuer).</p>



## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

### Review

- See instructional and assessment suggestions for learning outcome K.3.S2.B.3.

### Tips

- Schools could arrange for a qualified CPR instructor to offer the certification course for staff and students. Note that there is usually a cost involved to certify individuals.
- For information on organizing a CPR training program for Senior Years students, contact The Advanced Coronary Treatment (ACT) Foundation of Canada.

### Resources

#### *Publications*

- Heart and Stroke Foundation of Canada. *Basic Rescuer: Skills Evaluation 2000 Guidelines*. Ottawa, ON: Heart and Stroke Foundation of Canada, 2000.
- St. John Ambulance. *Heartstart: CPR and AED—Activity Book*. Ottawa, ON: St. John Ambulance, 2001.

#### *Organizations*

- The Advanced Coronary Treatment (ACT) Foundation of Canada
- Heart and Stroke Foundation of Manitoba
- St. John Ambulance

#### *Resource Master*

- RM S2–3: Adult CPR: Skill-Performance Checklist (One Rescuer)



### ◆ Performance Task: Demonstration of CPR Skills

Teacher/Peer/Self-Assessment: Checklist

Consult national and provincial program guidelines for assessment of students' skill in administering CPR.



## Safety Outcomes: Senior 2



### Knowledge

- K.3.S1.A.1** ➡ **K.3.S2.A.1** Review safety rules, routines, and procedures prior to participating in physical activity (e.g., allow space for full backswing and follow-through in golf...).
- K.3.S2.A.2** Explain physiological reasons (e.g., body position, physical characteristics, degree of elasticity of muscles...) why exercise techniques are selected to minimize the risk to self and others (e.g., bending knees in curl-ups reduces back arch/strain, avoiding neck hyperextension reduces cervical strain...).
- K.3.S1.A.3** ➡ **K.3.S2.A.3** Explain the reasons (e.g., maintaining proper body temperature in rain, heat, cold, humidity...) for appropriate dress for selected indoor and outdoor activities (e.g., light and comfortable clothing for squash, layers and headwear for cross-country skiing...).
- K.3.S1.A.4** ➡ **K.3.S2.A.4** Identify safety and risk factors for selected activities (e.g., cross-country skiing...) related to people (e.g., right of way, adaptations for persons with a disability...), facilities (e.g., snow conditions...), and equipment (e.g., appropriate clothing...).
- K.3.S2.A.5a** Determine the safety considerations in selected alternative pursuits (e.g., wear protective equipment, use reflective tape for nighttime visibility, have first-aid kit available, watch for extreme weather conditions...).
- K.3.S1.A.5b** ➡ **K.3.S2.A.5b** Relate the importance of making wise choices to prevent injury in selected land-based activities (e.g., cycling, jogging...) and/or water-based activities (e.g., aquatics, diving, canoeing...).
- K.3.S2.B.1** Determine strategies to manage identified hazards related to community facilities and areas (e.g., playground areas, bicycle routes, roads bordering schools, fitness and recreational facilities, workplaces...).

### Knowledge (continued)

- K.3.S2.B.3** Demonstrate an understanding of cardiopulmonary resuscitation (CPR) as specified in the national/provincial certification program.
- K.3.S2.B.4** Investigate the contributions self and/or others can make to community/global health and sustainable development (i.e., maintaining safe and healthy lifestyle practices, volunteering, reducing, reusing, recycling).

### Skills

- S.3.S1.A.1** ➡ **S.3.S2.A.1** Apply rules and procedures for safe and responsible participation and use of equipment in selected physical activities and environments (e.g., self-regulation, teamwork, promotion of fair play and inclusion...).
- S.3.S2.A.2** Demonstrate the skills (e.g., sequential steps of emergency scene management, artificial resuscitation...) required to administer cardiopulmonary resuscitation (CPR).

### Attitude Indicators

- 3.1 Show respect for safety of self and others.
- 3.2 Show responsibility in following rules and regulations in dealing with safety of self and others.