Senior 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

Students will...

❖ **K.3.S1.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...).

SUGGESTIONS FOR INSTRUCTION

❖ **Safety First: Reviewing the Rules**

Each student chooses an activity from a master list of physical activities and records five safety rules or procedures specific to that activity. (Ensure that all activities are selected, with a minimum of two students selecting the same activity.) Students form groups according to the activity they have chosen, share their lists, and combine them.

❖ **Safety Summary**

Prior to each physical activity, have students review safety rules, routines, and procedures, using strategies such as a class discussion or People Search (using a rules questionnaire, students ask one another whether they know the answer to a question, and then correct responses as a large group).

Refer to People Search in RM G–2: Active Learning Strategies.
TEACHER NOTES

Tips
- Ensure that proper protective padding and/or equipment is in place for activities.
  Examples:
  — Basketball: mats on wall
  — Volleyball: padding on stands
  — Hockey: eye goggles worn by players
- When supervising an archery class, use a whistle to signal that
  — it is safe to shoot arrows
  — it is safe to retrieve arrows
  — participants must freeze for an emergency (immediately lay down archery equipment, step back from firing line)

Resources

Publications

Resource Master
- RM G–2: Active Learning Strategies

SUGGESTIONS FOR ASSESSMENT

♦ Performance Task: Safety Summary
  Teacher/Peer/Self-Assessment: Checklist
  To assess student knowledge of safety procedures, use a checklist, developed with students, for each selected physical activity.
### Prescribed Learning Outcomes

Students will...

- **K.3.S1.A.2** Identify the common injuries (e.g., back injuries, knee injuries...) that may occur in personal fitness programming and how they can be prevented (e.g., using proper stretching techniques...).

### Curricular Connections


### Suggestions for Instruction

- **Injury Prediction and Prevention**
  
  Students brainstorm to create a list of common injuries (e.g., blisters, concussions, sprains, strains). They then discuss preventive measures for these common injuries (e.g., using proper footwear, clothing, and protective gear; warming up and cooling down; exercising within the limits of personal fitness level; using equipment such as free weights correctly).

- **Identifying Correct Techniques**
  
  Arrange students in groups of three or four and have each group select four exercises from the exercise illustrations provided. (Ensure that all exercises are selected.)

  Refer to RM G–3: Exercise Do’s and Don’ts.

  The groups identify common injuries that could result from executing the incorrect exercise techniques. Students then demonstrate the correct technique to the class and explain how that technique should prevent an injury. The class assesses the group presentations using the following criteria:
  - content
  - creativity
  - presentation

- **Speaker Presentation**
  
  Invite a guest speaker (e.g., athletic therapist, fitness trainer) to share with students information about common injuries and prevention strategies.
Journal/Reflection: Injury Prediction and Prevention
Self-Assessment: Anecdotal Notes

Students reflect on personal injuries they have experienced (if applicable)—or on a selected injury—and comment on what preventive measures they have used in their personal fitness programs in the past and what new measures might be needed in the future.

Performance Task: Identifying Correct Techniques
Teacher/Peer Assessment: Rating Scale

Use the following rating scale to assess group presentations.

<table>
<thead>
<tr>
<th>Group Presentation Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>The student/group</td>
</tr>
<tr>
<td>Content</td>
</tr>
<tr>
<td>Creativity</td>
</tr>
<tr>
<td>Presentation</td>
</tr>
</tbody>
</table>

Glossary
- blister
- concussion
- sprain
- strain

Resources
Publication

Professionals
- athletic therapist
- fitness trainer
- sports medicine doctor

Resource Master
- RM G–3: Exercise Do’s and Don’ts
PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.3.S1.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...).

Curricular Connections
PE/HE:
S.1.S1.C.1

SUGGESTIONS FOR INSTRUCTION

♦ Clothing for Different Conditions

Divide the class into four groups of equal size, and have each group select one of the following topics:

- hyperthermia indoors
- hyperthermia outdoors
- hypothermia indoors
- hypothermia outdoors

Each group brainstorms to identify how the combination of environmental conditions and the type of clothing worn would affect body temperature for a selected weather condition and activity.

♦ Reasons for My Choice of Clothing

Students pair up, each pair selecting the following from a master list:

- a weather condition (e.g., minus 10°C, plus 30°C, minus 40°C, pouring rain)
- an outdoor activity (e.g., cross-country skiing, mountain biking, in-line skating, snowshoeing)

Using a chart such as the following, students identify appropriate articles of clothing (from head to toe) for their chosen weather condition and activity and explain the reasons for their choices. Students present their results to the class.

<table>
<thead>
<tr>
<th>I Need This</th>
<th>Weather Condition</th>
<th>Outdoor Activity</th>
<th>Clothing Item(s) Worn</th>
<th>Benefits of Clothing Item(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td>• -10°C, windy</td>
<td>• cross-country skiing</td>
<td>• hat</td>
<td>• reduces body heat loss</td>
</tr>
</tbody>
</table>
Glossary
- hyperthermia
- hypothermia
- layer principle

Resource Organization
- Consult specialty consumer outlets for information about clothing, fabrics, and layering.

♦ Journal/Reflection: All Activities
Teacher Assessment: Anecdotal Notes
Students research the reasoning underlying the layer principle (i.e., the application of three layers) and list five activities and weather conditions for which the layer principle would apply.

♦ Performance Task: Reasons for My Choice of Clothing
Teacher/Peer Assessment: Inventory
Referring to the completed charts, check whether students have identified an item of clothing for each body area and note its appropriateness for the selected weather condition and activity.
Senior 1 Physical Education/Health Education: A Foundation for Implementation

Prescribed Learning Outcomes

Students will...

☐ K.3.S1.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...).

Curricular Connections


Suggestions for Instruction

♦ Being Aware of Safety and Risk Factors

Working in small groups, students identify safety and risk factors for selected activities, completing a Think Safety chart such as the following.

<table>
<thead>
<tr>
<th>Think Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected Activity</td>
</tr>
<tr>
<td>Example: • snowboarding at a resort</td>
</tr>
<tr>
<td>• running a marathon on a hot day</td>
</tr>
<tr>
<td>• cross-country skiing on a sunny, mild day</td>
</tr>
<tr>
<td>• canoeing on a cold, rainy day</td>
</tr>
<tr>
<td>• doing a half-day bike trip on a hot day</td>
</tr>
<tr>
<td>• other:</td>
</tr>
</tbody>
</table>

♦ Making a Safety Checklist

Have students form small groups. Each group brainstorms to create a checklist and/or poster that identifies the safety and/or risk factors for an activity (e.g., an activity being taught in a given class) in relation to the people, facilities, and equipment involved. Display the checklists and/or posters for class viewing and discussion.

Variation: Students select an activity (e.g., an activity addressed during the term, semester, or year; a new activity of interest to students).
Glossary

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

Tips

- Prepare a sample checklist such as the following.

Checklist for Bicycle Road Trip

- The bicycle:
  - Does it have reflectors?
  - Do the brakes work?
  - Do I have a spare tire?
  - Does somebody in the group have a bicycle repair kit?
  - Does someone in the group have a tire pump?

- Personal:
  - Do I have sunscreen?
  - Do I have sunglasses?
  - Is my clothing appropriate for the weather conditions?
  - Do I have a helmet?
  - Do I have drinking water?
  - Do I have nutritious snacks?

- In case of accident:
  - Is someone in the group carrying a cell phone?
  - Does someone in the group have a first-aid kit?
  - Am I carrying personal identification?

- Orientation:
  - Do I understand the directions on the standard trail signposts?
  - Does someone in the group have a map?

Performance Task: Being Aware of Safety and Risk Factors

Group/Self-Assessment: Inventory

After completing the Think Safety group work and discussion, groups share their responses with each other and create a master chart that contains information from all groups.

Resources

Publications

Professionals
- wilderness survival instructor
- emergency medical services personnel
PRESCRIBED LEARNING OUTCOMES

Students will...

  Investigate potential safety risks inherent in selected alternative pursuits (e.g., climbing walls, in-line skating, downhill skiing, activities on ice...).

Curricular Connections
PE/HE:
K.3.S1.A.4
ELA:
GLO 3—Manage ideas and information.

SUGGESTIONS FOR INSTRUCTION

◆ Posting the Risks in Selected Alternative Pursuits

Divide students into small groups and have each group select one of the following alternative pursuits:
- wall climbing or rock climbing
- in-line skating
- downhill skiing
- mountain biking
- back-country hiking
- canoeing
- snowmobiling
- hunting/trapping
- other

Ensure that all examples are selected.

Students brainstorm and/or research the potential safety risks inherent in their selected pursuit. Each group creates a poster that includes the following information:
- safety rules and regulations
- appropriate clothing
- protective gear
- other

Display the posters for class discussion and assessment.
Review

- Review the applicable school/division policies for alternative pursuits.

Resources

Publications

- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 1*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002. (See Activities 1, 2, 3, and 6.)

Organizations

- Sport Manitoba
  Contact associations for information about safety risks related to alternative pursuits (e.g., orienteering, paddling, sailing, alpine skiing, cross-country skiing).

SUGGESTIONS FOR ASSESSMENT

♦ Performance Task: Posting the Risks in Selected Alternative Pursuits
Teacher/Peer Assessment: Rating Scale
Assess student posters using the following rating scale.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>3 Extensive</th>
<th>2 Satisfactory</th>
<th>1 Limited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information on</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• safety rules and regulations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• appropriate clothing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• protective gear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appearance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use of creativity</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Staying Safe on Land and Water**

Arrange students in groups of three or four and have each group select one of the scenarios suggested below. Ensure that all scenarios are selected.

Groups discuss and research their selected scenario to determine:
- the unwise choice in the scenario
- what injuries the unwise choice could cause
- what legal rulings might apply to the scenario

**Suggested Scenarios:**

1. A young person is jogging in a city park wearing headphones and listening to loud music.
2. After dark, a group of teenagers takes canoes onto a lake.
3. A family is out cycling. The two young children are wearing helmets, but the adults are not.
4. At a lake, there is a designated area to swim, but a group of teenagers decides to jump and dive off a cliff.

**Why to Be Wise!**

Working in pairs, students brainstorm to create a master list of land-based physical activities and a master list of water-based physical activities. One student in each pair selects five land-based physical activities and identifies a wise safety choice for each activity, while the partner identifies how or why that wise choice could prevent an injury. Partners then switch roles, this time using five water-based activities.
Performance Task: Staying Safe on Land and Water

Teacher/Peer Assessment: Checklist

As groups present the findings from their discussion and research, the class assesses their presentations, using a checklist such as the following.

<table>
<thead>
<tr>
<th>Scenario Presentation Checklist</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The group identifies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- the unwise choice in the selected scenario</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- the injuries that the unwise choice could cause</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- the legal rulings that might apply to the scenario</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Journal/Reflection: All Activities

Self-Assessment: Inventory

In their journals, students explain the statement “Don’t push your luck” in relation to the importance of making wise choices to prevent injuries.
**PRESCRIBED LEARNING OUTCOMES**

Students will...

  Evaluate the effectiveness of laws and policies that promote personal and community safety (e.g., driving age, drinking/driving, boating, domestic violence, vandalism, shaken baby syndrome...).

**Curricular Connections**

**ELA:**
GLO 1—Explore thoughts, ideas, feelings, and experiences.
GLO 4—Enhance the clarity and artistry of communication.

**SS:**
Power, Authority, and Decision Making

---

**SUGGESTIONS FOR INSTRUCTION**

- **Effectiveness of Safety Laws**
  Students brainstorm to create a master list of laws and policies within their community that promote personal and community safety.
  Arrange students in small groups and have each group select a law or policy from the master list. Each group researches the selected law or policy, focusing on the following questions:
  - How is the law/policy defined?
  - How is the law/policy intended to promote personal and/or community safety?
  - How effective is the law/policy in promoting personal and/or community safety?
  
  Groups present their research to the class.

- **How Laws Promote Safety**
  Students individually clip out a newspaper and/or magazine advertisement (or an article or a public service announcement) that depicts a law or policy promoting personal and/or community safety. Working in pairs, students share with each other the advertisements they chose. They discuss what law or policy is being advertised and how it relates to the promotion of personal and/or community safety.
**SUGGESTIONS FOR ASSESSMENT**

**Performance Task: Effectiveness of Laws**
Teacher/Peer Assessment: Rating Scale

Group presentations are assessed using the following criteria and rating scale.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>3 Extensive</th>
<th>2 Satisfactory</th>
<th>1 Limited</th>
</tr>
</thead>
<tbody>
<tr>
<td>The group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• provides a definition of the law/policy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• explains how the law/policy is intended to promote personal and/or community safety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• shows evidence to support the effectiveness of the law/policy in promoting personal and/or community safety</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Journal/Reflection: All Activities**
Teacher Assessment: Anecdotal Notes

Students reflect, in their journals, on their choice of a law/policy that is not effective in promoting personal/community safety and how that law/policy could be changed for the promotion of safety.

---

**Tip**

- For additional suggestions, refer to *Grades 5 to 8 Physical Education/Health Education: A Foundation for Implementation* (Manitoba Education and Youth).

**Resources**

**Publications**


**Organizations**

- Canadian Red Cross Society
- Manitoba Public Insurance Corporation
- Royal Canadian Mounted Police
After a general class discussion of what basic first aid is (refer to Glossary), divide students into three groups to research one of the following topics:

- **principles of basic first aid for injuries**, indicating PRICES (see Teacher Notes)
- **safety principles for administrating first aid**, including use, care, and disposal of latex gloves, and use of masks for mouth-to-mouth or mouth-to-nose ventilation
- **emergency-management principles**, including scene survey and primary survey ABCs (see Teacher Notes)

Groups present their research to the class and submit five questions, which are to be used as a post-quiz.

**Learning Basic First Aid**

Purchase first-aid posters (or have students make them) and display them around the classroom or gym. Give students some time to study the posters, and then cover them. Arrange students in pairs and have them review basic first aid, as follows:

- Student A stands with his or her back to one of the posters.
- Student B removes the covering from the poster, stands in front of student A, and reads the questions on the poster.
- Student A answers the questions.
- Students reverse roles.

Refer to What’s behind You? in RM G–2: Active Learning Strategies.
**Glossary**

- first aid

**Tip**

- There are many recognized principles of basic first aid for injuries, including the following.

**PRICES:**

**P** Protection:
- To protect against injuries,
  - use proper footwear and clothing
  - wear protective gear (e.g., mouth guard, helmet)
  - do a safety inspection of facility and/or equipment
  - do warm-ups before and cool-downs after activities
  - know personal limitations and/or fitness level

**R** Restricted Activity:
- Allow adequate time for repair and healing after an injury.

**I** Ice:
- Apply ice for 15 to 20 minutes (use protective barrier, such as a towel or shirt, between ice and skin) to
  - cool injured and surrounding tissues
  - reduce blood flow through injured site
  - minimize bleeding and swelling, which results in less pain and decreased muscle spasm

**C** Compression:
- Compress injured site to prevent or minimize swelling.

**E** Elevation:
- Elevate the injured limb above the heart to
  - return the blood that pools at the injury site back towards the heart
  - allow less blood to be pumped to injured site

**S** Stability:
- Use tape and a brace to
  - stabilize the injured area
  - prevent further injury

---

**Paper and Pencil Task: Researching Basic First Aid**

**Teacher Assessment: Inventory**

Using the questions submitted by the various groups, create a written quiz to determine students’ understanding of basic first aid.

---

**TEACHER NOTES (continued)**

**PRINCE:**

- Protection
- Rest
- Ice
- Non-steroidal anti-inflammatory medication
- Compression
- Elevation

**ABCs:**

Steps followed when administering first aid to an unresponsive person:

- **A** Airway—Open the airway.
- **B** Breathing—Check for breathing and begin rescue breathing if necessary.
- **C** Circulation—Check for a pulse and begin chest compressions if necessary.

**Resources**

**Publications**


**Organizations**

- Canadian Red Cross Society
- St. John Ambulance

**Professional**

- certified instructor in basic first aid

**Resource Master**

- RM G–2: Active Learning Strategies
**PRESCRIBED LEARNING OUTCOMES**

*Students will...*


Demonstrate the ability to access valid health information and health-promoting products and services available in the community (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism; youth advocates, helplines, school/community counselling programs, friendship centres, ombudsperson, the Internet...).

**Curricular Connections**

*PE/HE:*

K.5.S1.D.3

*ELA:*

GLO 3—Manage ideas and information.

**SUGGESTIONS FOR INSTRUCTION**

♦ **Resource Hunt**

Students brainstorm to create a master list of health information, products, and services available in the community. Each student selects one item from the master list, researches the chosen item, and prepares an information resource file that includes the following:

- name of service (e.g., group, agency, organization) or product
- postal, email, and website addresses, telephone number, and fax number
- possible contact person(s)
- explanation of services offered
- any additional information (e.g., pamphlets)

Each student shares this information with the class before it is added to the master resource file, which may be kept in the school library or counselling office.
Resources

*Publication*

*Organizations*
- Addictions Foundation of Manitoba
- Alcoholics Anonymous—Manitoba
- Canadian Cancer Society (Manitoba Division)
- Child Find Manitoba
- Health Canada
- Heart and Stroke Foundation of Manitoba
- Klinic Community Health Centre—Teen Talk
- Sexuality Education Resource Centre (SERC)

*Professionals*
- guidance counsellor
- physician
- public health nurse

---

**Performance Task: Resource Hunt**
Peer/Teacher Assessment: Checklist
Check each student’s resource file to determine whether it includes the following components.

<table>
<thead>
<tr>
<th>Resource File Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>name of service (e.g., group, agency, organization) or product</td>
</tr>
<tr>
<td>postal, email, and website addresses, telephone number, and fax number</td>
</tr>
<tr>
<td>possible contact person(s)</td>
</tr>
<tr>
<td>explanation of services offered</td>
</tr>
<tr>
<td>any additional information (e.g., pamphlets):</td>
</tr>
</tbody>
</table>

---
The Meaning of the Slogan

Have students discuss the meaning of the welcome banner slogan posted on gym walls throughout Manitoba by the Manitoba High Schools Athletic Association (MHSAA).


Working in small groups, students create their own violence-prevention banner, relating to one of the following contexts:
- home (e.g., between siblings, parent and child)
- school (e.g., classroom, hallway)
- community (e.g., community centre, mall, gangs)
- media (e.g., newspaper, television station)
- sports (e.g., hockey, soccer, wrestling)
- relationships (e.g., dating, marriage)

Post all banners for class viewing.

Issues of Abuse

Divide students into small groups and have each group discuss a violence-related scenario of their choice. (See suggested scenarios in Teacher Notes.)

Groups discuss their selected scenarios and identify
- their feelings about the situation in the scenario
- the kind of abuse depicted in the scenario and which player is inflicting it
- the effect of that abuse
- how the situation could be resolved
- how the situation could have been prevented

Groups present the results of their discussion to the class.
Observation: Issues of Abuse

Teacher Assessment: Inventory

Observe students’ ability to analyze their case scenarios based on criteria developed by the students/teacher prior to the task.

---

Tips

- Be sensitive to and aware of appropriate comments and discussions.
- Use “teachable moments” to address and discuss violence prevention (e.g., explain the role of the school’s Crisis Response Team).
- Consult school/division policy on violence, bullying, and harassment.
- Refer to A Love That Kills: [http://www.alovethatklls.com](http://www.alovethatklls.com). This interactive website focuses on relationships and choices, presents facts about power and control, and gives the warning signs of abuse and how to create healthy positive relationships.

Suggested Scenarios:

1. Sam is a popular high school student who has been dating Sophia for the past several weeks. Sophia is losing interest in Sam and wants to start dating other boys but does not tell Sam because she wants to avoid an argument. Sam continually asks Sophia about her whereabouts when he is not with her, and whom she is with. Sam yells and calls her derogatory names, which drives Sophia further and further away.

2. At a local community centre hockey rink, John competes in a biweekly hockey game in an organized league. His parents (or guardians) attend every game and constantly shout derogatory comments to the referees. John is embarrassed and quits the team.
Students will...

**PRESCRIBED LEARNING OUTCOMES**

☐ K.3.S1.B.5b Demonstrate an understanding of the skills (i.e., problem solving, anger management, communication, conflict resolution, assertiveness) in dealing with case scenarios related to physically, verbally, and emotionally abusive situations.

Curricular Connections

PE/HE:
- K.3.S1.B.6a
- K.4.S1.B.2a
- K.4.S1.B.3a
- K.4.S1.B.3c
- K.4.S1.B.4
- S.4.S1.A.4

**SUGGESTIONS FOR INSTRUCTION**

◆ **Dealing with Abuse**

Divide the class into two equal groups, each representing one of the two scenarios suggested below. The two groups identify the type of abuse represented in their selected scenario and describe how they could help the victim and the abuser by using good communication and conflict-resolution techniques. The groups discuss the following questions:

- How can you support the abuser(s) without condoning his or her abusive behaviour?
- How can you help the abuser(s) to recognize the abuse?
- What can you do to support the victim emotionally?
- What does the victim need to do to stop the abuse?

Have groups share their discussions with the class.

**Suggested Scenarios:**

1. Susan is a new girl at your high school. She appears to be shy and is somewhat overweight. A group of students in her class call her hurtful names whenever the teacher is not present, but Susan is afraid to say anything to the teacher or to her parents for fear that the abuse will get worse. One day, when she tries to speak to the group and ask them to stop, they continue to call her names, laugh at her, and even “shove” her around.

2. George had been saving for a new motorcycle for several months. He called his girlfriend Gina last night to say he was buying his new motorcycle on Friday and could come by Friday night to pick her up on the new bike for a date. Gina told him she would love to, but her parents had grounded her all weekend. George immediately called her a nasty name and hung up the phone.
SUGGESTIONS FOR ASSESSMENT

♦ Journal/Reflection: Dealing with Abuse
Teacher Assessment: Anecdotal Notes
Students identify the skills they would use and the steps they would take to deal effectively with the situation reflected in the following scenario.

Suggested Scenario:
Your parents/guardians have been arguing more and more lately and this situation upsets you.

TEACHER NOTES

Review

• For examples of physically, verbally, and emotionally abusive situations, refer to Common Indicators of Abuse and Neglect (Overview-24) and to instructional and assessment suggestions for learning outcome K.3.S1.B.6a.

• Review the use of conflict-resolution methods, including problem-solving, communication, anger-management, and assertiveness skills (as suggested in GLO 4: Personal and Social Management).

Tips

• Treat this learning outcome and the case scenarios (depending on the issue) with sensitivity.

• Create a classroom atmosphere that allows for open, honest, and respectful dialogue.

Resources

Publications


### Prescribed Learning Outcomes

**Students will...**

- **K.3.S1.B.6a** Differentiate among the terms associated with **abusive situations** (i.e., physical abuse, verbal abuse, emotional abuse, sexual abuse, harassment, sexual exploitation).

### Suggestions for Instruction

#### The Many Forms of Abuse

Students write their definitions of the following forms of abuse:
- physical abuse
- verbal abuse
- emotional abuse
- sexual abuse
- financial abuse
- harassment
- sexual exploitation

Students give examples of each of the above situations. Post a list of the examples and encourage students to view the list and discuss the examples.

#### View and Review: *A Love That Kills*

To provide students with the opportunity to develop awareness of the various types of abuse and their warning signs, present a video that tells a story of abuse (e.g., *A Love That Kills*, National Film Board of Canada). Ask students to watch for and record what forms of abuse are depicted in the video. (When viewing videos in class, ensure compliance with applicable performance rights.)
**Potentially Sensitive Content**
The learning activities suggested for this learning outcome include potentially sensitive content. Before implementing them, check with the school administration for school/division guidelines and procedures for providing a parental option.

**Tips**
- Advise students that if they recognize in the examples given in class any abusive behaviour in their personal experience, they are urged to seek help.
- Before starting activities, discuss appropriate conduct for class discussions (e.g., no put-downs, no disrespect, no swearing).
- Financial manipulation is also considered a form of abuse (i.e., the deliberate misuse of or encroachment upon the financial assets of another person).

**Resources**

**Audiovisual**

**Publication**

**Organization**
- Klinic Community Health Centre—Teen Talk

**Blackline Master**
- BLM S1–2: Warning Signs of Abusive Situations

**Paper and Pencil Task: The Many Forms of Abuse**

**Peer Assessment: Inventory**

Students match the following examples of behaviour with the form of abuse it demonstrates.

### Abusive Situations Match-Up

<table>
<thead>
<tr>
<th>Examples of Behaviour</th>
<th>Harassment</th>
<th>Sexual Abuse</th>
<th>Verbal Abuse</th>
<th>Physical Abuse</th>
<th>Emotional Abuse</th>
<th>Financial Abuse</th>
<th>Sexual Exploitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>swears at you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>makes disturbing, obscene phone calls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>won’t let you go out with friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>controls your money</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>keeps following you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>demands sex from you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>hits you when he or she is angry at you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>offers you to his buddies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>always wants to know where you were</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>asks you to wear very revealing clothes for a party</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>throws items at you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Answer Key**

<table>
<thead>
<tr>
<th></th>
<th>2, 5, 9</th>
<th>6, 8</th>
<th>1</th>
<th>7, 11</th>
<th>3, 9</th>
<th>4</th>
<th>6, 8, 10</th>
</tr>
</thead>
</table>

**Journal/Reflection: All Activities**

**Self-Assessment: Inventory**

Provide students with a list of potential warning signs of abusive situations. Students individually read the statements, check whether any statement may have been reflected in one of their relationships, and identify the form of abuse or risk it reflects.

Refer to BLM S1–2: Warning Signs of Abusive Situations.
**Prescribed Learning Outcomes**

Students will...

- **K.3.S1.B.6b** Identify skills (e.g., assertiveness, problem solving...) and **community resources for addressing problems associated with sexually abusive behaviours.**

**Curricular Connections**

PE/HE: K.4.S1.B.4

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**Suggestions for Instruction**

- **Community Resources That Address Sexual Abuse**

  Students identify community resources that address sexually abusive behaviours, completing a chart such as the following. They share their responses and create a master file, which is to be kept in the classroom, library, or guidance office.

<table>
<thead>
<tr>
<th>Community Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Organization</td>
</tr>
<tr>
<td>Mailing Address/Location</td>
</tr>
<tr>
<td>Telephone Number</td>
</tr>
<tr>
<td>Website Address</td>
</tr>
<tr>
<td>Hours of Operation</td>
</tr>
<tr>
<td>Contact Person</td>
</tr>
<tr>
<td>Kinds of Services Offered</td>
</tr>
<tr>
<td>Means of Transportation Available to Get to the Organization from Your School</td>
</tr>
</tbody>
</table>

- **Skills Check**

  Students form small groups to write a scenario related to a sexually abusive situation that
  
  - uses at least one skill from each of the following categories:
    - problem solving
    - conflict resolution
    - communication
    - assertiveness
    - anger management
  
  - includes a way to seek help

  Groups present their scenario to the class, demonstrating the specified skills in reaching a solution.
Potentially Sensitive Content
The learning activities suggested for this learning outcome include potentially sensitive content. Before implementing them, check with the school administration for school/division guidelines and procedures for providing a parental option.

Tip
- To identify effective strategies for addressing problems associated with sexually abusive behaviours, refer to instructional suggestions for learning outcome K.4.S1.B.4, as well as to GLO 4—Personal and Social Management.

Resources
Publications

Organizations
- Child Find Manitoba, Inc.
- Klinic Community Health Centre—Teen Talk
- public health agencies
- RCMP/local police
- Women’s Health Clinic

**Performance Task: Skills Check**
Peer Assessment: Checklist
Groups assess each other’s scenarios to determine what skills were used in addressing problems associated with sexually abusive behaviour.

**Skills Check**
Check off when you see the following skills being used. Write down what skill you observed.

- **Problem solving** (e.g., telling someone about a problem, thinking about options, deciding on action, taking action, evaluating the outcome)
- **Conflict resolution** (e.g., stating what is wrong, deciding how to act, taking action)
- **Communication** (e.g., talking to someone about the problem)
- **Assertiveness** (e.g., using “I messages,” taking an assertive stance, saying “No”)
- **Anger management** (e.g., using relaxation techniques, stating feelings)
- **Seeking help** (e.g., asking a counsellor or trusted adult for help with the problem)
### Prescribed Learning Outcomes

**Students will...**

☐ S.3.S1.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...).

### Suggestions for Instruction

#### Safe Play Instruction

Arrange the class in groups of two or three and have each group select a low-organized game to teach the class. After the class plays the game, all students discuss the following questions:

- Did the “teachers” review proper safety rules and procedures?
- Did participants apply safety rules that ensured a safe and fair playing environment?
- Were all students encouraged to be part of the game?
- Was equipment safe?
- Was the environment free of possible hazards? Give examples of potential hazards in the playing environment (e.g., ball bins too close to playing area).

#### Safe Play without a Referee

Students participate in a game (e.g., volleyball, ultimate, low-organized game) in class without a referee. Students observe peers from the opposing team, using a rating scale designed to assess fair play.
SUGGESTIONS FOR ASSESSMENT

Performance Task: Safe Play without a Referee
Self-Assessment: Rating Scale

Have students use the following rating scale for assessing an opposing team player in terms of fair play and inclusion. The rating scale could also be used to assess self or others on the same team.

<table>
<thead>
<tr>
<th>Safe Play Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student</td>
</tr>
<tr>
<td>- encourages all team players</td>
</tr>
<tr>
<td>(e.g., says “nice shot”)</td>
</tr>
<tr>
<td>- allows other team members</td>
</tr>
<tr>
<td>access to the court, playing</td>
</tr>
<tr>
<td>field</td>
</tr>
<tr>
<td>- makes correct calls</td>
</tr>
<tr>
<td>- wins or loses gracefully</td>
</tr>
</tbody>
</table>

Performance Task: All Activities
Teacher Assessment: Scoring Rubric

Use the following scoring rubric to assess student performance in terms of rules and procedures that ensure a safe learning and playing environment.

<table>
<thead>
<tr>
<th>Safety and Responsibility Scoring Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student follows and demonstrates</td>
</tr>
<tr>
<td>an understanding of safety rules, fair</td>
</tr>
<tr>
<td>play, and respect for others in given</td>
</tr>
<tr>
<td>situations.</td>
</tr>
</tbody>
</table>

Rubric:
- 4 – Consistently
- 3 – Frequently
- 2 – Sometimes
- 1 – Rarely

<table>
<thead>
<tr>
<th>Student Name</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Teacher Comments</th>
</tr>
</thead>
</table>
**SUGGESTIONS FOR INSTRUCTION**

♦ Basic First-Aid Skills

Arrange the class in groups of three or four students and have each group choose one of the following situations:

- an injury in which one person is involved (e.g., a sprained ankle)
- a car accident in which several people might be injured (emergency scene management)

Groups discuss their selected scenario, determine what skills are required to administer basic first aid, and create a list of assessment criteria to be used by the class. Groups role-play their scenario, demonstrating basic first-aid skills, while the rest of the class observes, using pre-established criteria. (See Suggestions for Assessment for an example of emergency scene management skills.)
**Review**

**Tip**
- To avoid contact with body fluids, students should always use latex (or equivalent) gloves when practising all first-aid techniques.

**Resources**

**Publication**

**Organization**
- Canadian Red Cross Society

**Professional**
- certified basic first-aid instructor

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**SUGGESTIONS FOR ASSESSMENT**

**Performance Task: Basic First-Aid Skills**

Peer/Teacher Assessment: Checklist

Use the following as an example of a checklist that could be used to assess emergency scene management in the role-play.

<table>
<thead>
<tr>
<th>Emergency Scene Management Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Steps</strong></td>
</tr>
<tr>
<td>1. Perform a scene survey.</td>
</tr>
<tr>
<td>2. Determine the number of casualties, what happened, and the mechanism/cause of injury.</td>
</tr>
<tr>
<td>3. Send a bystander to get medical help.</td>
</tr>
<tr>
<td>4. Provide support for the injured person’s head and neck in the position found.</td>
</tr>
<tr>
<td>5. Assess responsiveness.</td>
</tr>
<tr>
<td>6. Check airway.</td>
</tr>
<tr>
<td>7. Check breathing.</td>
</tr>
<tr>
<td>8. Check circulation.</td>
</tr>
<tr>
<td>a. Check skin condition and temperature.</td>
</tr>
<tr>
<td>b. Check for hidden, severe external bleeding and signs of internal bleeding with a rapid body survey.</td>
</tr>
</tbody>
</table>
## Safety Outcomes: Senior 1

### Knowledge

- **K.3.S1.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.S1.A.2** Identify the common injuries (e.g., back injuries, knee injuries...) that may occur in personal fitness programming and how they can be prevented (e.g., using proper stretching techniques...).
- **K.3.S1.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** 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.S1.A.5a** Investigate potential safety risks inherent in selected alternative pursuits (e.g., climbing walls, in-line skating, downhill skiing, activities on ice...).
- **K.3.S1.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.S1.A.6a** Differentiate among the terms associated with abusive situations (i.e., physical abuse, verbal abuse, emotional abuse, sexual abuse, harassment, sexual exploitation).
- **K.3.S1.A.6b** Identify skills (e.g., assertiveness, problem solving...) and community resources for addressing problems associated with sexually abusive behaviours.

### Knowledge (continued)

- **K.3.8.B.4** Demonstrate the ability to access valid health information and health-promoting products and services available in the community (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism; youth advocates, helplines, school/community counselling programs, friendship centres, ombudsperson, the Internet...).
- **K.3.S1.B.5a** Analyze issues related to violence prevention in a variety of contexts (i.e., home, school, community, media, sport, relationships).
- **K.3.S1.B.5b** Demonstrate an understanding of the skills (i.e., problem solving, anger management, communication, conflict resolution, assertiveness) in dealing with case scenarios related to physically, verbally, and emotionally abusive situations.
- **K.3.S1.B.6a** Differentiate among the terms associated with abusive situations (i.e., physical abuse, verbal abuse, emotional abuse, sexual abuse, harassment, sexual exploitation).
- **K.3.S1.B.6b** Identify skills (e.g., assertiveness, problem solving...) and community resources for addressing problems associated with sexually abusive behaviours.

### Skills

- **S.3.S1.A.1** Apply rules and procedures for safe and responsible participation and use of equipment in selected physical activities and environments (e.g., driving age, drinking/driving, boating, domestic violence, vandalism, shaken baby syndrome...).
- **S.3.S1.A.2** Demonstrate the skills required to administer basic first aid (e.g., emergency scene management, seeking help, treating minor injuries, applying precautions for handling body fluids...).

### 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.