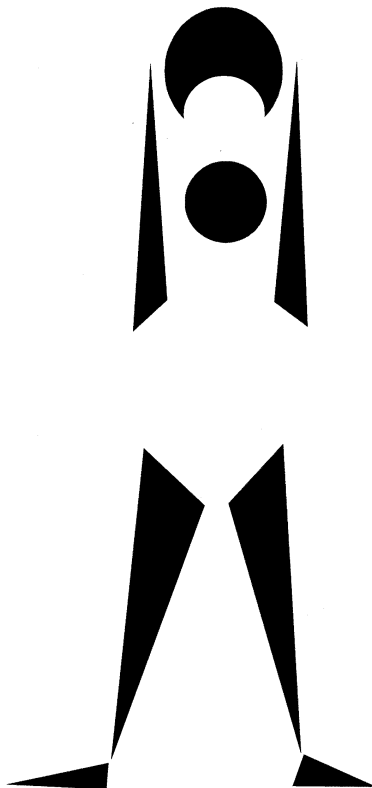

Grade 5

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

Students will...

☐ K.3.5.A.1 Show an understanding of safe practices (e.g., take turns, position self at a safe distance, be respectful of varying ability levels...) when helping others while practising in regular or modified physical activities

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

PE/HE:

GLO 1—Movement

◆ Learning Outcome Connection

Have students participate in various partner/group activities and games that involve working with or helping other students. For each activity, pose the following questions for reflection.

What are some of the safety practices to consider when practising or playing this activity related to

- the facility or playing field?
- equipment?
- dress (clothing and footwear)?
- helping others?
- other?

☐ K.3.5.A.2 Show an understanding of safe stretching technique (e.g., sustained rather than “bounce” stretching, proper body alignment, keeping within the joints’ normal range of motion...) of selected exercises (e.g., calf stretch, modified hurdle stretch, arm circles...) in warm-up and cool-down routines.

Curricular Connections

PE/HE:

GLO 1—Movement

GLO 2—Fitness Management (K.2.5.A.1, K.2.5.C.3)

SC:

Cluster 1—Maintaining a Healthy Body

◆ Learning Outcome Connection

To learn about safe stretching techniques, have students

- participate in leading cool-down stretches (see learning outcome K.2.5.C.3)
- participate in the Create a Workout activity suggested for learning outcome K.2.5.A.1

◆ What’s behind You?

Place a poster of safe stretching techniques on the wall. Have pairs of students stand facing each other, with one student having his or her back to the poster. Have students take turns telling each other what the correct techniques are without looking at the poster.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For information on safety, see *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

◆ **Questioning/Interview: All Activities**

Teacher Assessment: Inventory

At the beginning of each activity, ask students for the safety considerations related to that specific activity.

Suggested Criterion:

Look for

- number of correct responses

◆ **Observation: All Activities**

Peer Assessment: Scoring Rubric

Have students assess a peer on various occasions and for different activities using the following scoring rubric.

Scoring Rubric			
	3 Always	2 Sometimes	1 Rarely
The student			
<ul style="list-style-type: none"> • plays safely when helping others 			

Continually check the latest information on contraindicated exercises as a safety precaution when selecting stretches and/or exercises.

For more information, contact Manitoba Fitness Council.

◆ **Observation: Learning Outcome Connection (Cool-down Stretches)**

Teacher Assessment: Checklist

Observe students as they lead cool-down stretches.

Suggested Criteria:

The student

- performed stretches correctly
- stretched slowly and held stretches for 10 to 30 seconds
- encouraged others to stretch to the limit of their movement
- did not rush
- other



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>☐ K.3.2.A.3 ➔ K.3.5.A.3 Identify the reasons for appropriate clothing and footwear for participation in physical activity (e.g., change of clothing for safety, support, comfort, and freedom of movement; removal of jewellery for physical activities; personal hygiene...).</p> <div data-bbox="110 674 553 926" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information. MA: Statistics and Probability PE/HE: GLO 1—Movement GLO 2—Fitness Management</p> </div>	<p>◆ Safety Survey</p> <p>Have students survey older students or family members on the reasons for wearing appropriate clothing and footwear related to participation in different sports or activities.</p> <p>Examples of Questions:</p> <ul style="list-style-type: none"> • In what sports/activities (e.g., hockey/ringette, cycling, gym class, soccer, gymnastics) do you participate? • What equipment do you need to wear for your sport/activity? • Why is this equipment important?
<p>☐ K.3.5.A.4 Develop guidelines and behaviours for safety related to potential hazards and risks regarding equipment and facility use (e.g., protruding objects, condition of the floor, mats in jumping/landing activities...).</p> <div data-bbox="110 1262 553 1461" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication.</p> </div>	<p>◆ Safety Guidelines</p> <p>As a class, brainstorm guidelines and behaviours specific to potential hazards and risks regarding equipment and facility use prior to any activity.</p> <p>Questions for Discussion:</p> <ul style="list-style-type: none"> • How can we keep ourselves safe in this activity? • How can we keep others safe in this activity? • What are some of the safety rules we will have to follow to ensure that everyone is safe? <p>Variation: Have students or groups of students create posters that identify safety guidelines and behaviours.</p> <p>◆ Safety Rules</p> <p>Establish safety rules with students before they participate in a physical activity. After they participate in the activity, have them do a self-assessment on their ability to play safely.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For information on safety, see *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

Integration Ideas:

Use this strategy as an opportunity to follow a plan for data collection, to determine the best graph for the task, and/or to represent safety information gathered on different types of graphs.

◆ **Paper and Pencil Task: Safety Survey**

Teacher Assessment: Inventory

Have students survey others and list essential pieces of clothing and footwear for each sport/activity on the survey and indicate why they are necessary.

Safety Equipment Survey		
Sport/Activity	Clothing and Footwear	Why Equipment Is Required

Establish and review safety guidelines for general gym use and playing fields/areas.

For information on safety, see *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

◆ **Journal/Learning Log: Safety Guidelines**

Teacher Assessment: Checklist

Assess posters, looking for the following characteristics.

Suggested Criteria:

The poster

- lists safety guidelines
- provides accurate information
- is neatly and clearly presented
- other



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>☐ K.3.5.A.5a Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g., jogging, cycling, tobogganing/sliding, snowboarding, skiing, in-line skating...).</p> <div data-bbox="110 604 552 850" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. PE/HE: GLO 1—Movement (S.1.5.C.1)</p> </div>	<p>◆ Learning Outcome Connection Have students participate in the activities suggested for learning outcome S.1.5.C.1. Discuss with students possible safety risks inherent in the activities.</p> <p>◆ Stay Safe Posters Have students select an alternative pursuit and make a poster of that activity with safety advice.</p> <p>◆ Field Trips/Field Days Have students identify safety risks related to outdoor activities or special field trips prior to participation in the activity or event.</p> <p>◆ Snowball As part of a cool-down activity, have students sit in a large circle. Throw a ball to a student and ask the student to identify a safety risk related to the alternative pursuit being addressed. Continue to throw the ball to other students until everyone has had a turn. Variations: Students can</p> <ul style="list-style-type: none"> • leave the circle and get changed after answering the question • work in small groups with a group leader recording responses
<p>☐ K.3.4.A.5b ⇒ K.3.5.A.5b Identify water safety rules, hazards, and practices (e.g., wearing floatation devices, importance of swimming lessons, recognizing safety symbols, steps in an emergency...) related to aquatic activities (e.g., swimming, boating...).</p> <div data-bbox="110 1543 552 1711" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication.</p> </div>	<p>◆ Guest Speaker Invite a knowledgeable guest speaker from the Canadian Red Cross to speak to the class about water safety. Help students to listen actively by using the LAPS Frame (see <i>Success for All Learners</i> 6.54).</p> <p>◆ Waterless Swim Meet Have a swim meet in the gym. Use scooters to allow students to simulate swim strokes on their stomachs and backs. Use scooters with mats on them to simulate boats. Have students identify the water safety rules, hazards, and practices in this mock situation.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For information on safety, see *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

Brainstorm safety precautions for each alternative pursuit with students.

Contact provincial sport organizations for more information.

Check with your school administrator for school/division/district guidelines and procedures when organizing field trips or alternative pursuits that may require a risk-management plan.

◆ **Paper and Pencil Task: Stay Safe Posters**

Teacher Assessment: Scoring Rubric

Have students make safety posters for alternative pursuit of their choice.

Scoring Rubric	
Score	The poster
3	<ul style="list-style-type: none"> identifies two or more potential safety risks in the selected activity
2	<ul style="list-style-type: none"> identifies one potential safety risk in the selected activity
1	<ul style="list-style-type: none"> does not identify potential safety risks in the selected activity

Canadian Red Cross programs include the following topics related to water safety:

- stop, look, and listen
- importance of swimming lessons
- personal floatation device (PFD) information
- identification of buoyant objects
- how to stay warm
- checking the weather
- when it’s safe to go near water and when it isn’t
- using buoyant objects for support
- how to contact emergency services
- where and when to go boating
- reasons why people choke

See <<http://www.redcross.ca/>>.



◆ **Paper and Pencil Task: Water Safety**

Teacher Assessment: Checklist

Use the Canadian Red Cross information to create a written test on water safety rules, hazards, and practices.

Suggested Criterion:

Look for

- number of correct responses

TEACHER NOTES (*continued*)

Discuss dangers related to winter conditions and thin ice.

For examples of waterless swim meets, contact Canadian Intramural Recreation Association (CIRA):

<<http://www.intramurals.ca/>>.



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.3.5.B.1 Investigate safety concerns in the community and/or the media related to roads, traffic, bus transportation, recreational vehicles, and unsupervised areas.

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 3—Manage ideas and information.

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

SC:

Cluster 1—Maintaining a Healthy Body

SUGGESTIONS FOR INSTRUCTION

◆ **On the Lookout**

Have students determine safety concerns related to areas such as the following.

Road Traffic

- Obey traffic signals.
- Be alert for people who run lights or do not completely stop at stop signs.
- Ensure that all traffic stops at a crosswalk before you leave the curb.

Bus Transportation

- Keep your voice down.
- Stay in your seat.
- Know how to evacuate in an emergency.
- Keep hands inside the bus.

Recreational Vehicles

- Wear a helmet and other protective gear.
- Wear a personal floatation device (PFD) for watercraft use.
- Stay away from open water.
- Stay on a marked path.

Unsupervised Areas

- Stay with a friend.
- Inform a parent as to where you will be.
- Never approach someone you do not know.
- Leave a situation if you feel uncomfortable.
- Stay off ice at certain times of the year.

Have students present the safety concerns for each area using a framing technique (see 5-8 ELA, Strategies–47).

◆ **Media Concerns**

Discuss concerns that the community or messages from the media might have related to the above situations.

Examples:

- drunk drivers (road traffic)
- drivers who don't look out for pedestrians (road traffic)
- people on snow machines hitting objects (recreational vehicles)
- bus drivers who are unable to see students if they slip or fall near the wheels

(continued)



TEACHER NOTES

Be sensitive to the fact that some students may know someone who has been seriously injured or killed in an accident.

Discuss with students that we can sometimes get hurt despite being careful and taking all the necessary precautions (e.g., be hit by a drunk driver or be injured by faulty equipment). This does not mean that we constantly live in fear of being hurt; rather, we must do what is possible to prevent injuries from occurring. Remind students to be cautious, not scared.

For resources related to road and traffic safety, such as *Road Safety Learning Resources for Schools*, contact Manitoba Public Insurance: <<http://www.mpi.mb.ca>>.

Ensure that students are informed about proper Internet use and related safety issues.



SUGGESTIONS FOR ASSESSMENT

◆ **Journal/Learning Log: Any Activity**

Self-Assessment: Anecdotal Notes

At the end of the lesson, have students respond in their journals or personal learning logs, reflecting on the safety concerns they learned.

Provide students with sentence leads, such as the following:

- In the future I will ...
- I wish more people would...
- If only we could all...

◆ **Paper and Pencil Task: Any Activity**

Teacher Assessment: Checklist

Ask students to report on at least two safety concerns for each of the following four categories:

- road traffic
- bus transportation
- recreational vehicles
- unsupervised areas

(continued)

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.3.5.B.1 <i>(continued)</i></p>

SUGGESTIONS FOR INSTRUCTION

(continued)

◆ **Brochures**

Have groups of students make a brochure or pamphlet related to a safety concern in their community. Use technology, if possible.

◆ **Use Media to Warn Others**

Have students work in groups to prepare television commercials, radio advertisements, or an Internet banner to warn people of dangers and what to do to keep safe.

◆ **Off-Roading**

Using a Jigsaw strategy (see *Success for All Learners* 5.9), have groups generate a list of specific safety concerns related to particular recreational vehicles (e.g., boats, motorized personal watercraft, all-terrain vehicles, snowmobiles, motorbikes). Ask each group to use a T-Chart to record their information.

Recreational Vehicles: Safety Concerns and Precautions	
What Could Happen	What to Do to Prevent It

◆ **Media Search**

Have students collect articles related to accidents (e.g., from newspapers, Internet sites, magazines). Ask them to mount the articles on a piece of blank poster paper and use the remaining space to record what could have been done to prevent the accidents. Post students' work on a bulletin board in the hallway.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

(continued)

◆ **Performance Task: Brochures; Use Media to Warn Others**

Peer Assessment: Scoring Rubric

Before proceeding with the learning activities, have students generate a rubric that describes expectations for the finished product.

◆ **Observation: Off-Roading**

Teacher Assessment: Checklist

As students present the Jigsaw results, observe whether they list safety concerns and precautions.

Suggested Criteria:

The students

- listed appropriate safety concerns
- listed realistic precautions



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.3.5.B.2 Describe ways to respond appropriately to potentially dangerous situations related to environmental conditions (e.g., floods, fires, extreme weather conditions, icy conditions, lightning...) relevant to self and others.

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 4—Enhance the clarity and artistry of communication.

SC:

Cluster 4—Weather

SUGGESTIONS FOR INSTRUCTION

◆ **Posted Response**

Discuss various situations regarding adverse environmental conditions (e.g., floods, fires, extreme weather conditions, icy conditions, lightning) and indicate individually and/or in a group ways to respond to each situation.

Example:

Responses to Dangerous Situations	
Situation	Best Response
Fire in classroom	<ul style="list-style-type: none"> • Maintain control. • Line up and walk quietly. • Meet at a designated spot.

Ask each student to design a poster to show the best responses to one of the potentially dangerous situations identified.

◆ **Ask the Expert**

Invite a firefighter to talk to the class about dangerous environmental conditions and ways to respond safely (e.g., planning escape routes). Ask for someone from the Canadian Automobile Association (CAA) or Manitoba Public Insurance (MPI) to talk about road safety (e.g., developing car survival kits for the winter). Encourage active listening by having students record their thoughts using the LAPS Frame (see *Success for All Learners* 6.54).


TEACHER NOTES

Teachers are encouraged to develop integrated units with English language arts and science.

See Manitoba Emergency Measures Organization (EMO):

<<http://www.gov.mb.ca/gs/memo/>>.

For topic-related resources, refer to the Instructional Resources Unit (Library), Manitoba Education and Youth website:

<<http://libinfo.merlin.mb.ca>>.


SUGGESTIONS FOR ASSESSMENT
◆ Paper and Pencil Task: Posted Response

Teacher Assessment: Inventory

Have students write appropriate responses to dangerous situations related to each of the following environmental conditions:

- flood
- house fire
- school fire
- blizzard
- hailstorm
- icy streets or sidewalks
- lightning
- dust storm
- other

Suggested Criterion:

Look for

- number of correct responses

◆ Paper and Pencil Task: Ask the Expert

Self-Assessment: Inventory

Following the Ask the Expert presentation, have students indicate whether they know the ways to respond appropriately to potentially dangerous situations, using a self-assessment tool such as the following.

Responding to Potentially Dangerous Situations

What should I do when there is a fire?

- If there is a fire in my home, I should...
- If there is a fire in my school, I should...
- Something new I learned is...

What should I do for a road-safety situation?

- If I get caught in a blizzard, I should...
- If I am close to lightning, I should...
- If I am in an ice storm, I should...
- Something new I learned is...

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.5.B.4 Identify available community supports that promote safety and community health (e.g., helplines, dentists, doctors, nurses, police officers, social workers, security guards, lifeguards, natural healing modalities, physiotherapists, Block Parents...).</p> <div data-bbox="115 646 548 898" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p></div>	<p>◆ Safety and Health Directory</p> <p>Make a class directory of community supports that promote safety and community health. Divide the class into pairs and assign a general category to each pair (e.g., helplines, doctors, dentists, natural healing). Give each pair of students several index cards, and have them write the name and contact information on one side of the cards and list the services provided on the other side.</p> <p>◆ Support Report</p> <p>Ask pairs of students to interview a community support person. As a class, generate a list of general interview questions that everyone will use. Have students present their interview findings to the class.</p> <p>Examples of Interview Questions:</p> <ul style="list-style-type: none">• What type of service do you provide?• What level of education do you have?• How many people use your service?• What hours do you work?



TEACHER NOTES

Keep the health directory in a box (e.g., recipe container) and in a location that students can easily access.

Have students develop a box of community supports that they may use at home. Encourage them to work with a parent or guardian to obtain the correct information.

Suggested information to include on the community support cards:

- name of support person or agency
- telephone number
- address
- hours of operation
- brief description of services
- other



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Safety and Health Directory**

Teacher Assessment: Scoring Rubric

Use the following scoring rubric to assess the directory.

Scoring Rubric	
Scale	The student
3	<ul style="list-style-type: none"> • describes the services provided • knows how to access the services • presents the information in an organized manner
2	<ul style="list-style-type: none"> • identifies some services provided • knows some contact information • presents the information in an acceptable manner
1	<ul style="list-style-type: none"> • omits relevant service and contact information • presents information in a vague manner

◆ **Performance Task: Support Report**

Peer Assessment: Anecdotal Notes

Ask pairs of students to assess the presentations and provide anecdotal information and feedback to the presenters.

Provide students with leads, such as the following:

- What we really liked about the presentation...
- Some suggestions we have...
- One thing we learned from your presentation was...

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.3.5.B.5a Describe examples of problems (e.g., schoolyard/street fight, sibling conflicts, bullying, harassment, ridiculing, excessive teasing, baby shaking...) related to physical and verbal abuse with regard to safety of others.</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community. SS: Identity, Culture, and Community Power, Authority, and Decision Making</p>	<p>◆ What’s the Problem?</p> <p>Have students make a collage using words, pictures, and symbols to provide examples of problems related to physical and verbal abuse. The collage may be mounted on poster board, a box, or another object.</p> <p>Variation: On a Gallery Walk (see <i>Success for All Learners</i> 6.80), ask students to describe problems expressed in each collage.</p> <p>◆ A Symbolic Picture</p> <p>Discuss various examples of emotions and feelings that might accompany physical and verbal abuse (e.g., anger, fear, uncertainty). Ask students to create a symbolic picture to represent the emotion or feeling for a specific problem.</p> <p>◆ Freedom from Abuse and Harassment Policy</p> <p>Review the local school/division/district policy related to abuse and harassment. As a class, discuss the importance of having such a policy. Provide students with information on how to make a complaint regarding harassment or abuse. Discuss the procedure that will occur in response to complaints in the classroom.</p> <p>◆ Meeting Box</p> <p>Hold weekly class meetings. When students experience issues or problems related to physical and verbal abuse, they may want to make a complaint. The complaint can be put in the meeting box and then discussed during the next class meeting if the situation continues to be an issue and needs to be resolved. Hold the meetings at a designated time when all class members are present. Have students sit in a circle and use a general meeting format (e.g., an agenda, one person speaks at a time, questions go through the chairperson, timed discussions).</p>


TEACHER NOTES

Violence or harassment based on age, race, colour, gender, religion, marital status, disability, or sexual orientation constitutes discrimination under both federal and provincial human rights legislation and is considered a violation of the law.

Establish ground rules for class discussions regarding sensitive topics, and share them with students prior to implementation. For example, names must not be used when students are discussing examples of verbal and physical abuse.

Be alert for students disclosing personal physical and verbal abuse. If they disclose abuse publicly, acknowledge what they said, thank them for being strong and talking about it, and suggest that you would like to talk more about it in private.

Notify the appropriate Child and Family Services (CFS) agency or child protection agency whenever you have reason to believe that a student is being (or has been) physically, emotionally, or verbally abused (Telephone: 204-944-4200).

For abuse indicators, see the discussion on Planning for Potentially Sensitive Content in the Overview of this document.

Shaking a baby, even for a few seconds, causes bleeding in and around the brain. This can cause brain damage (e.g., resulting in learning disabilities), permanent disabilities such as blindness and paralysis, or death. Never toss small children in the air or swing them by the ankles. If a baby stops breathing, shaking will not help. Crying won't kill a baby, but shaking can.


SUGGESTIONS FOR ASSESSMENT
◆ Performance Task: What's the Problem?

Teacher Assessment: Scoring Rubric

Scoring Rubric	
Scale	The student
3	<ul style="list-style-type: none"> lists and describes at least seven problems related to physical and verbal abuse
2	<ul style="list-style-type: none"> lists and describes three to six problems related to physical and verbal abuse
1	<ul style="list-style-type: none"> has limited knowledge of problems related to physical and verbal abuse and lists fewer than three

◆ Reflection: A Symbolic Picture

Self-Assessment: Inventory


Ask students to describe an example of physical or verbal abuse, answering questions such as the following:

- What would it look like?
- What would it sound like?
- How would it make you feel during and after the incident?
- What could happen to make this situation turn out better?

TEACHER NOTES (continued)

If we feel ourselves becoming overwhelmed by a crying infant, we need to make sure that the child is in a safe spot (e.g., a crib) and call a family member, friend, or neighbour for assistance, or go to a quiet place until we calm down.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="105 268 292 304"><i>Students will...</i></p> <p data-bbox="105 325 552 609"> <input type="checkbox"/> K.3.5.B.5b Describe safety guidelines (e.g., play in supervised areas, follow code of conduct...) and the use of strategies (i.e., conflict-resolution skills) to deal with bullies and harassment in a variety of situations (e.g., classroom, sports, playground...). </p> <div data-bbox="113 640 548 808" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> </div>	<p data-bbox="609 325 974 361">◆ Avoidance Manoeuvres</p> <p data-bbox="649 373 1412 756"> Ask students to list strategies (e.g., being assertive, knowing when to move on, practising avoidance techniques such as playing in supervised areas and leaving situations that look like they could become dangerous) for dealing with bullies and people who harass others. Ask each student to draw and label a picture, or find a picture in a magazine, of someone who is effectively using a strategy to deal with a bully (e.g., taking an assertive stance, making eye-contact, using “I messages,” helping others who are being bullied). Students could use callouts and thought bubbles to describe what a person is saying and thinking. </p> <div data-bbox="795 777 1282 882" style="text-align: center;">  </div> <p data-bbox="609 919 860 955">◆ Give and Take</p> <p data-bbox="649 968 1412 1207"> Have groups of students develop a situation related to bullying, harassment, or teasing, and write it on an index card. Collect the cards, check them over, and distribute them randomly to the groups, ensuring that students do not receive the situation they wrote. Have each group develop a role-play to demonstrate how to deal effectively with the situation (e.g., using negotiation, mediation, compromise, assertiveness skills). </p> <p data-bbox="649 1224 925 1260">Suggested Situations:</p> <ul data-bbox="649 1270 1412 1417" style="list-style-type: none"> • Two students constantly call another student rude names. • A student intentionally pushes other students in the hallway. • A student is picked on by more than four other students in the class.

**TEACHER NOTES****SUGGESTIONS FOR ASSESSMENT****Communication Styles:**

An **aggressive** person

- dominates, controls, and pushes
- doesn't worry about others' feelings
- lashes out in anger
- wants others to do what he or she says

A **passive** person

- doesn't speak up for his or her rights
- hides feelings
- worries about what others think
- gives in to others' wants and opinions

An **assertive** person

- makes his or her own decisions
- respects self and others
- is able to say “no” when necessary
- shows confidence without being pushy
- uses “I messages”

**◆ Performance Task: All Activities**

Teacher Assessment: Checklist

Using student-developed case scenarios, look for evidence that the student is able to

- describe safety guidelines correctly
- use strategies for dealing with bullying and harassment
- apply strategies to a variety of situations

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.3.5.B.6a Identify safety guidelines to protect self and others in potential sexually abusive situations (e.g., exploitative behaviour; sex-related Internet sites, television, and videos; flashers; secluded places; alone on streets late at night...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>SS: Power, Authority, and Decision Making</p> </div>	<p>◆ Be on the Lookout</p> <p>Ask students to identify safety guidelines that would help protect self and others against potential sexually abusive situations (e.g., exploitative behaviour; sex-related Internet sites, television, and videos; flashers; secluded places; alone on streets late at night). Use the Think-Pair-Share strategy (see <i>Success for All Learners</i> 6.13). Create a master list based on all students’ responses.</p> <p>◆ What If...</p> <p>Ask students to generate a list of “What if...” scenarios and put their suggestions of potentially abusive situations on a slip of paper. Remind students that the scenarios should be realistic and serious. Put all the slips into an envelope. Ask volunteers to pick one situation and tell how they would best respond.</p> <p>Common Scenarios:</p> <p>What if someone...</p> <ul style="list-style-type: none"> • is following you • you know wants you to look at pictures of people who have no clothing on • sends you embarrassing email • talks about your body in a way that makes you feel uncomfortable • touches you or attempts to touch you inappropriately or without your permission <p>◆ No Means No</p> <p>Have students perform a role-play involving a situation to which students must respond assertively.</p> <p>Suggested Situations:</p> <p>Respond assertively to someone who...</p> <ul style="list-style-type: none"> • asks you to get into his or her car • wants to enter your house • tells you to look at a pornography website • sends you a message of a sexual nature by email or on a chat line

(continued)



TEACHER NOTES

The learning activities suggested for this outcome include potentially sensitive content. Before implementation, check with the school administration for school/division/district guidelines and procedures related to providing a parental option.

Encourage families to talk to their children about safety, especially with respect to unwanted touching of private parts, sex-related Internet sites, and exploitative advertisements. For further information on this topic, consult the Safety on the Internet website: <<http://www.sass.ca/safe.htm>>.

Ensure that students are given the opportunity to “pass” and choose not to respond to a situation during the “What if…” activity. Due to the personal nature of this exercise, many students will not feel comfortable responding in front of others. Give these students the option to write in their journals.

When talking about private situations, have students keep the identity of people anonymous. If a particular event needs to be discussed further, it should be done privately in a confidential setting.

Remind students that in some cases the offender is someone we know. Sometimes the people we know and people who care about us do things that are inappropriate, and we should learn to protect ourselves.

Reinforce that sexual abuse is not the victim’s fault and that it is all right to talk about abuse.



SUGGESTIONS FOR ASSESSMENT

◆ **Journal/Learning Log: Any Activity**

Self-Assessment: Inventory

Have students answer the following questions in their journals:

1. What might be difficult about using strategies to protect self and others against abusive situations?
2. Are there certain strategies that might be easier than others?
3. What message would you give younger students to help protect them from similar situations?
4. Write about one thing you will do differently in the future.
5. Whom could you talk to or where could you go if you needed help with a sexually abusive situation?

◆ **Performance Task: What If...**

Teacher Assessment: Checklist

Observe whether the student	Yes	No
• demonstrates how to use a strategy for dealing with potentially abusive situations	<input type="checkbox"/>	<input type="checkbox"/>
• identifies a safety guideline for dealing with potentially abusive situations	<input type="checkbox"/>	<input type="checkbox"/>

◆ **Performance Task: No Means No**

Peer Assessment: Checklist

Have groups assess the role-play using the following criteria:

	Yes	No
• The role-play was effective.	<input type="checkbox"/>	<input type="checkbox"/>
• The strategy was realistic.	<input type="checkbox"/>	<input type="checkbox"/>
• The students demonstrated a serious, responsible, and safe response.	<input type="checkbox"/>	<input type="checkbox"/>

(continued)

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.3.5.B.6a <i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION

(continued)

◆ **Seeking Help**

Talking to someone you trust is the best way to protect yourself and others from danger. Have the class brainstorm and discuss possible people or places that could help students if they were faced with a difficult situation (e.g., a counsellor, teacher, doctor, parent, guardian, grandparent, aunt, uncle, trusted friend, social worker). Remind students that if they do not get help from the first place or person, they need to tell someone else.

K.3.5.B.6b Describe indicators of abusive relationships (e.g., behaviours that are threatening, harassing, secretive, or cause physical and/or mental injury, pain, or discomfort...).

Curricular Connections
ELA:
 GLO 1—Explore thoughts, ideas, feelings, and experiences.
 GLO 4—Enhance the clarity and artistry of communication.
 GLO 5—Celebrate and build community.
SS:
 Power, Authority, and Decision Making

◆ **How You Know**

Have the class develop a T-Chart for indicators of abusive relationships. Use the following headings: Looks Like and Sounds Like.

Indicators of Abusive Relationships	
Looks Like	Sounds Like

◆ **Feels Like...**

Have students create a list of feelings that accompany the information on the T-Chart. Use the Think-Pair-Share strategy (see *Success for All Learners* 6.13) to explore the many feelings associated with abuse.

◆ **Flip Side**

Have students create a poster, a drama presentation, or a cartoon to compare and contrast characteristics of an abusive relationship and a healthy relationship. Have students identify what each relationship looks like, sounds like, and feels like.



TEACHER NOTES

Some Guidelines for Internet Use:

- Never respond to messages or bulletin board items that are sexually suggestive, obscene, or threatening.
- If you feel uncomfortable about a message you receive, tell a trusted adult and have him or her contact your service provider and ask for help.
- Never give your email address to an unknown person.
- Do not give personal information on a chat line (e.g., do not tell anyone what school you go to or what teams or clubs you belong to).



SUGGESTIONS FOR ASSESSMENT

TEACHER NOTES (continued)

Some Guidelines for Being Safe on the Street:

- If someone follows you, try to get to a safe place immediately.
- Never approach the car of someone unfamiliar to you, even when the person is asking for directions, looking for a lost pet, or offering you a gift.
- If someone tries to take you somewhere without your parent’s permission, get away quickly and scream, “You are not my parent. Go away.”
- Always tell a parent where you are going and try to have a friend with you.
- Do not display your name on anything that someone can read (e.g., backpack, runners, lunch bag/box, jacket), as this may be used to trick you into thinking that you know the person.



Explain to students that if something doesn’t feel right then it likely isn’t right. Encourage students to trust their intuition and, if they are not sure about something, talk to a trusted adult.

For additional information and support materials, contact local/provincial organizations such as Klinik, Canadian Red Cross, Kids Help Phone, and Teen Touch.



◆ **Observation: How You Know; Feels Like...**

Teacher Assessment: Inventory

Observe students during the activities and look for the following criteria.

Suggested Criteria:

The student is able to

- list what abuse looks like
- list what abuse sounds like
- identify how an abused person might act or feel

◆ **Performance Task: Flip Side**

Teacher Assessment: Checklist

Use the following checklist to assess students’ work.

Suggested Criteria:

The student is able to

- delineate clearly between a healthy relationship and an abusive relationship
- identify examples of behaviours from an abusive relationship
- identify examples of behaviours from a healthy relationship

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p>☐ S.3.4.A.1 ⇨ S.3.5.A.1 Follow set rules and routines for safe participation and use of equipment in selected physical activities (e.g., fair-play rules, change-room routines, equipment distribution, sharing space...).</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community. PE/HE: GLO 1—Movement (K.1.5.C.1, K.1.5.C.4)</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Learning Outcome Connections**

Have students participate in activities suggested for learning outcomes K.1.5.C.1 and K.1.5.C.4.

◆ **Safe Participation**

Review with students the various safety guidelines and behaviours specific to various locations, activities, and pieces of equipment.

Examples:

- change-room procedures/rules
- climbing-frame guidelines/rules
- routines for division and use of activity space
- proper use of portable equipment (e.g., balls, racquets, floor hockey sticks, baseball bats, gymnastics mats)
- use of fixed equipment (e.g., tetherball poles, playground structures, basketball backboards, baseball backstops, curtains or folding wall dividers)
- reporting injuries or medical problems, equipment breakage, or hazards to the teacher

Have students demonstrate rules and routines for safe participation and equipment use throughout the year in all activities.

Variation: Have students make posters reminding others of the procedures.



TEACHER NOTES

Introduce, use, explain, and reinforce vocabulary related to safe participation in activity and safe handling of gym equipment.

Due to the depth and breadth of the safety outcomes, safety-related learning experiences will be ongoing for all the general learning outcomes throughout the year.

Establish rules and procedures early in the year and reinforce them throughout the year.

For information related to safety and liability, refer to Guidelines for GLO 3—Safety in the Overview of this document (see also Framework Excerpts).

Important safety information is outlined 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 Assessment: Scoring Rubric

Use the following rubric to assess student performance related to safe participation in activities.

Safety Rubric				
	4	3	2	1
The student	Consistently	Frequently	Sometimes	Rarely
• follows safety routines and rules in given situations				

◆ **Observation: Safe Participation**

Group Assessment: Anecdotal Notes

At the end of the class, have students note on a Safety Clipboard any safety infractions they dealt with during the class or at recess that day. Check the clipboard contents regularly and review them with the class intermittently (immediately if the infraction causes danger).



Safety Outcomes: Grade 5



Knowledge

- K.3.5.A.1 Show an understanding of safe practices** (e.g., take turns, position self at a safe distance, be respectful of varying ability levels...) **when helping others while practising in regular or modified physical activities.**
- K.3.5.A.2 Show an understanding of safe stretching technique** (e.g., sustained rather than “bounce” stretching, proper body alignment, keeping within the joints’ normal range of motion...) **of selected exercises** (e.g., calf stretch, modified hurdle stretch, arm circles...) **in warm-up and cool-down routines.**
- K.3.2.A.3** ➔ **K.3.5.A.3 Identify the reasons for appropriate clothing and footwear for participation in physical activity** (e.g., change of clothing for safety, support, comfort, and freedom of movement; removal of jewellery for physical activities; personal hygiene...).
- K.3.5.A.4 Develop guidelines and behaviours for safety related to potential hazards and risks regarding equipment and facility use** (e.g., protruding objects, condition of the floor, mats in jumping/landing activities...).
- K.3.5.A.5a Show an understanding of potential safety risks related to environments for selected alternative pursuits** (e.g., jogging, cycling, tobogganing/sliding, snowboarding, skiing, in-line skating...).
- K.3.4.A.5b** ➔ **K.3.5.A.5b Identify water safety rules, hazards, and practices** (e.g., wearing floatation devices, importance of swimming lessons, recognizing safety symbols, steps in an emergency...) **related to aquatic activities** (e.g., swimming, boating...).
- K.3.5.B.1 Investigate safety concerns in the community and/or the media related to roads, traffic, bus transportation, recreational vehicles, and unsupervised areas.**

Knowledge (continued)

- K.3.5.B.2 Describe ways to respond appropriately to potentially dangerous situations related to environmental conditions** (e.g., floods, fires, extreme weather conditions, icy conditions, lightning...) **relevant to self and others.**
- K.3.5.B.4 Identify available community supports that promote safety and community health** (e.g., helplines, dentists, doctors, nurses, police officers, social workers, security guards, lifeguards, natural healing modalities, physiotherapists, Block Parents...).
- K.3.5.B.5a Describe examples of problems** (e.g., schoolyard/street fight, sibling conflicts, bullying, harassment, ridiculing, excessive teasing, baby shaking...) **related to physical and verbal abuse with regard to safety of others.**
- K.3.5.B.5b Describe safety guidelines** (e.g., play in supervised areas, follow code of conduct...) **and the use of strategies** (i.e., conflict-resolution skills) **to deal with bullies and harassment in a variety of situations** (e.g., classroom, sports, playground...).
- K.3.5.B.6a Identify safety guidelines to protect self and others in potential sexually abusive situations** (e.g., exploitative behaviour; sex-related Internet sites, television, and videos; flashers; secluded places; alone on streets late at night...).
- K.3.5.B.6b Describe indicators of abusive relationships** (e.g., behaviours that are threatening, harassing, secretive, or cause physical and/or mental injury, pain, or discomfort...).

Skills

- S.3.4.A.1** ➔ **S.3.5.A.1 Follow set rules and routines for safe participation and use of equipment in selected physical activities** (e.g., fair-play rules, change-room routines, equipment distribution, sharing space...).

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.