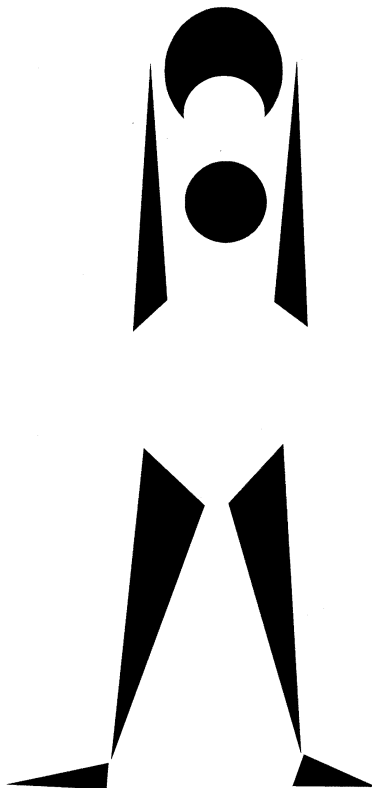

Grade 6

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
<i>Students will...</i>	
☐ K.3.5.A.1 → K.3.6.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.	◆ Learning Outcome Connection Have students participate in various activities and games throughout the year. Pose the following questions for reflection: <ul style="list-style-type: none">• What are some of the safe practices to consider when practising or playing this activity?• What are some of the safe practices to consider when helping others?
Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community. PE/HE: GLO 1—Movement	◆ Role-Play To give students an opportunity to show an understanding of safe practices, have them discuss various scenarios that may occur when helping others. Scenarios could involve gymnastic activities, outdoor activities, activities helping younger students, and so on.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

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

◆ **Questioning: All Activities**

Teacher Assessment: Inventory

At the beginning of each activity, as well as when students are helping others, ask students to state the safety considerations for that activity.

Suggested Criterion:

Look for

- number of correct responses



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.3.6.A.2 Determine how environmental conditions can influence safety while exercising outdoors (e.g., effects of ultraviolet rays, hot sunny weather can lead to heat exhaustion and sunburn, cold weather and high wind-chill factors increase risk of hypothermia and frostbite...).

Curricular Connections

ELA:

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

GLO 3—Manage ideas and information.

PE/HE:

GLO 1—Movement (S.1.6.C.1)

GLO 2—Fitness Management

SUGGESTIONS FOR INSTRUCTION

◆ **Environmental Conditions**

Use the KWL (Know, Want to know, Learned) strategy to activate students’ prior knowledge related to exercising in different environmental conditions (e.g., heat, high humidity, cold, high wind-chill, rain). Guide students in developing questions regarding each environmental condition. Use their questions to guide discussion on safe exercise practices in each of the environmental conditions. (See KWL Plus, *Success for All Learners* 6.20.)

◆ **Outdoor Exercise Safety**

Have students complete a chart identifying specific weather conditions, risks associated with exercising in these conditions, and safety precautions to take. This could be a take-home activity to promote involvement of parents, families, and communities.

Example:

Exercising Safely Outdoors		
Weather Conditions	What Could Occur while Exercising in These Conditions	Safety Precautions to Take
Hot (Consider humidex values.)	<ul style="list-style-type: none"> • Heat cramps • Heat exhaustion • Heatstroke 	<ul style="list-style-type: none"> • Stay out of the sun. • Limit activity. • Dress properly—light, loose-fitting clothing. • Drink plenty of fluids.
Sunny (Consider Ultraviolet Index values.)	<ul style="list-style-type: none"> • Sunburn • Sunstroke 	<ul style="list-style-type: none"> • Stay in shaded areas. • Wear a hat. • Wear a light T-shirt. • Apply sunscreen.
Cold	<ul style="list-style-type: none"> • Hypothermia • Frostbite • Chilblain • Cold allergy 	<ul style="list-style-type: none"> • Cover the head, face, and neck as much as possible. • Wear layers of non-restrictive clothing. • Avoid sweating that results in wet clothing and chills. • Stay dry.
Windy (Consider wind-chill factors.)	<ul style="list-style-type: none"> • Frostbite • Hypothermia 	<ul style="list-style-type: none"> • Cover the head, face, and neck as much as possible. • Wear layers of non-restrictive clothing. • Avoid sweating. • Stay sheltered from the wind.

◆ **Learning Outcome Connection**

After students have participated in the outdoor physical activities suggested for learning outcome S.1.6.C.1, discuss the safety considerations of participating in particular environments (e.g., snow conditions, wet conditions, cold or hot conditions).



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

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

◆ **Paper and Pencil Task: Outdoor Exercise Safety**

Teacher Assessment: Inventory

Have students provide one example for each of the weather conditions identified on the Exercising Safely Outdoors chart.

Suggested Criterion:

Look for

- number of correct responses



PRESCRIBED LEARNING OUTCOMES

Students will...

K.3.6.A.3 Recognize reasons (e.g., safety, personal hygiene, comfort, ease of movement...) **for appropriate dress for physical activities in different weather and environmental conditions** (e.g., sunny, cold, windy, wet...).

Curricular Connections

ELA:

GLO 3—Manage ideas and information.

PE/HE:

GLO 1—Movement (S.1.6.C.1)

SUGGESTIONS FOR INSTRUCTION

◆ **Learning Outcome Connection**

Have students participate in the activities suggested for learning outcome S.1.6.C.1. Brainstorm reasons for selecting clothing on the basis of activities and weather conditions.

◆ **Clothing Survey**

Have students survey other students to find out what clothing is appropriate for various activities in specific weather and environmental conditions.

Example:

Clothing Survey		
Activity	Appropriate Clothing	Reasons
Track Meet— hot, sunny		
In-line Skating— rainy		
Ice Skating— cold, windy		
Cross-Country Skiing— sunny, - 4° C		
Snowshoeing— cold, snowing, in the country		
Other		



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Ensure that students know it is important to stay warm and dry in all cold weather situations. In cold, windy weather, appropriate clothing must be worn to prevent frostbite and hypothermia. In hot weather, clothing and sunscreen must be worn as protection from sunburn, heatstroke, and sunstroke.

Contact provincial sport organizations for more information on appropriate clothing.

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

Teacher Assessment: Inventory

Have students complete the survey, identifying appropriate clothing for selected activities and indicating why it is necessary.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.3.5.A.4 → K.3.6.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 style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 1—Movement</p> </div>	<p>◆ Safety Guidelines</p> <p>Brainstorm with students the safety rules and behaviours related to equipment and facility use prior to any physical activity. Ensure that students have a clear understanding of the potential hazards and risks.</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>◆ Safety Rules</p> <p>Before students participate in a physical activity, have them develop a safety checklist. Following the activity, have students self-assess their ability to play safely, using the student-designed safety checklist.</p>
	<p>◆ Safety Audit</p> <p>Develop a list of unsafe features related to the gym and equipment that students should be aware of. Divide students into groups and have them conduct a safety search of the facility and equipment. Ask students to report any unsafe feature and fill out an Exit Slip of one guideline for safety that should be followed related to the facility and equipment.</p>

**TEACHER NOTES**

For safety guidelines for specific physical activities or sports, see *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

**SUGGESTIONS FOR ASSESSMENT****◆ Journal/Portfolio: Safety Rules**

Teacher Assessment: Checklist

Have students create a journal entry about a specific physical activity or sport, including the safety rules, risks, and hazards related to the equipment and facilities.

Suggested Criteria:

The students

- name the activity or sport
- identify where it can be played
- describe when it can be played
- state safety rules
- list associated risks and/or hazards
- describe an experience when they participated in the activity, including information such as when and where they played, with whom, and how they felt about it

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.3.5.A.5a ➔ K.3.6.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...).

Curricular Connections

ELA:

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

GLO 3—Manage ideas and information.

PE/HE:

GLO 1—Movement (S.1.6.C.1)

◆ **Learning Outcome Connection**

Have students participate in the activities suggested for learning outcome S.1.6.C.1. Have them brainstorm potential risk situations and safety practices prior to participation in the activities.

Examples of Safety Practices:

- Jog in a well-lit area.
- Cycle with a helmet.
- Toboggan away from roadways.
- In-line skate using protective gear.
- Ski according to ability.
- Snowshoe in a safe area.

◆ **What’s Behind You?**

Post safety rules for selected alternative pursuits. Have students line up in front of the poster in pairs, with partner A facing the poster and partner B facing away from the poster. Partner A asks partner B to identify safety rules listed on the poster. Have students switch roles so that each student has the opportunity to check for understanding.

K.3.6.A.5b Outline the emergency steps (e.g., stay clear of traffic, seek help, apply basic first aid...) **related to bicycle incidents or accidents.**

Curricular Connections

ELA:

GLO 3—Manage ideas and information.

GLO 4—Enhance the clarity and artistry of communication.

◆ **Bike Safety Program**

At one of the stations in a Bike Safety Program, have students role-play the emergency steps to take in response to a bicycle incident or accident. An informed leader directs students through the correct steps.

◆ **Guest Speaker**

Invite a knowledgeable guest speaker from the local police department to speak to the class about the emergency steps to take in relation to bicycle incidents or accidents. To encourage active listening, use the LAPS Frame (see *Success for All Learners* 6.54).



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

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

Check local school/division/district policies for risk-management procedures on selected activities.

◆ **Questioning: What’s Behind You?**

Peer Assessment: Inventory

Have students participate in the suggested learning activity and check for understanding of potential safety risks related to environments for selected alternative pursuits.

Ensure that students are aware of the steps to take in relation to bicycle accidents:

- Seek adult help when possible.
- Stay clear of traffic.
- Do not come in direct contact with body fluids.
- Do not attempt to move persons involved.
- If persons involved can move themselves, assist them off the roadways when safe to do so.



◆ **Paper and Pencil Task: Bike Safety Program**

Teacher Assessment: Checklist

Use the information on first aid and bike safety to create a written test on bike safety rules, hazards, and first-aid practices.

Suggested Criterion:

Look for

- number of correct responses

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.3.6.B.1 Describe safe and unsafe situations at home, at school, and in the community while caring for self and others (i.e., playgrounds, babysitting, Internet use, shaken baby syndrome).</p> <div data-bbox="115 569 550 842" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>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: Identity, Culture, and Community</p> </div>	<p>◆ Sticky Situations</p> <p>Write the headings “Safe” and “Unsafe” on a large board. Have each student write one safe and one unsafe situation related to playgrounds, on self-adhesive paper. Put all the notes on the board in random order. Ask individual students to take one of the notes, put it under the appropriate heading (Safe or Unsafe) on the board, and explain the reason for their choice. For example, chasing someone on a playground structure may cause someone to trip or fall. Each situation will vary, depending on the student’s interpretation.</p> <p>Variation: Repeat the same exercise for situations related to Internet use, shaken baby syndrome, and babysitting.</p> <p>Examples of Unsafe Situations:</p> <ul style="list-style-type: none"> • Kitchen <ul style="list-style-type: none"> — allowing pot handles to stick out from the stove — playing with window-blind cords • Playground <ul style="list-style-type: none"> — playing on broken equipment — neglecting to follow school playground rules — getting separated from a group — talking to strangers • Babysitting <ul style="list-style-type: none"> — telling someone that parents are not home — leaving children unattended — tossing children into the air in a playful manner — shaking a baby • Internet Use <ul style="list-style-type: none"> — talking on a chat line — giving out your name (or someone else’s name) <p>◆ Babysitter’s Survival Bag</p> <p>Have students make a babysitter’s survival bag. Individually or with a partner, students decide what should go into the bag and then bring their items to the next class. As they present each item, they explain why they chose it and how they would use it. Items might include: bandages, art paper, safe toys for different age levels (e.g., infant, toddler, pre-school, school age), and emergency telephone numbers.</p>



TEACHER NOTES

Remind students that when they are babysitting, they must be responsible and alert for possible unsafe situations. Indicate that part of being responsible means calling the parents if anything is potentially unsafe for yourself or the child (e.g., prank or threatening calls, someone watching the house, someone following you, the child not calming down after a long period of your trying several different things). It is better to take precautions than to be caught in an unsafe situation.

Be alert for students who indicate that they are living in unsafe situations (e.g., with an abusive parent, an alcoholic parent, a violent or threatening sibling). Refer the students to a counsellor, a school administrator, or an agency that can provide immediate support and assistance.

Shaken Baby Syndrome:

Injuries can occur in as little as five to 20 seconds of vigorous shaking.

Vigorous shaking can include: tossing a child into the air while playing, shaking a baby with frustration, and causing jarring movements in a child carrier/trailer.

Shaken baby syndrome can occur in babies from birth to four years old.

When shaken, the brain moves around in the skull, rupturing blood vessels and nerves throughout the brain and tearing tissue. This causes swelling of the brain.

For additional information, see the following websites:

- Canadian Red Cross:
<<http://www.redcross.ca>>
- Health Canada:
<<http://www.hc-sc.gc.ca>>



SUGGESTIONS FOR ASSESSMENT

◆ Paper and Pencil Task: All Activities

Teacher Assessment: Inventory

Ask students to write one unsafe situation for each of the following categories and to suggest one way to make each situation safer:

- kitchen
- playground
- babysitting
- talking on a chat line
- at a shopping mall
- other

Suggested Criteria:

The student

- describes one unsafe situation
- suggests one way to make the situation safer

◆ Observation: All Activities

Teacher Assessment: Checklist

Observe whether the student correctly describes

- a safe situation while caring for self
- an unsafe situation while caring for self
- a safe situation while caring for others
- an unsafe situation while caring for others

TEACHER NOTES (continued)

Playground Safety Practices:

- Respect apparatus.
- Report suspicious activities.
- Wear protective equipment when necessary.
- Check for uniformity of playing field and for hazards.
- Follow school and activity rules.
- Retrieve equipment safely from roadways.

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

Internet Use:

- Follow school/division/district policy.
- Be wary of unsafe chat lines.
- Never give out personal information unless it is approved by a parent/guardian.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.3.6.B.3 Show an understanding of basic injuries/conditions (i.e., bleeding, heat exhaustion, heatstroke, frostbite, hyperthermia, hypothermia) and basic first-aid procedures (i.e., seek adult help, rest, apply compression, avoid touching/handling body fluids).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <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>◆ First Response</p> <p>Display the basic first-aid procedures on an overhead projector and discuss the purpose of each. Be sure to discuss the importance of avoiding touching/handling body fluids. Ask students to list a variety of injuries, including bleeding, heat exhaustion, heatstroke, frostbite, hyperthermia, and hypothermia. Select specific injuries and write them on index cards. Have students form groups and give an index card to each group, asking students to research the first-aid procedures for the particular injury or condition. Remind students to follow the general first-aid procedures. Ask groups to present their research to the class.</p> <p>General First-Aid Procedures:</p> <ol style="list-style-type: none"> 1. Check for safety for yourself, bystanders, and the victim, and survey the scene. 2. Check for consciousness of the victim and look for the mechanism of injury. 3. Call an adult for help or call Emergency Medical Service (EMS). 4. Get the victim to rest and reassure the person. 5. Avoid touching body fluids. 6. Never move a victim unless you have to. 7. Try to get as much information as possible about what happened. <p>◆ The Accident Scene</p> <p>Have each student draw a picture to represent a realistic scene that includes injuries or conditions requiring first aid. On the back of the paper, students list what has occurred and what first aid should be carried out.</p> <p>Examples of Situations Requiring First Aid:</p> <ul style="list-style-type: none"> • a car/bicycle accident • a wilderness/camping trip where there are hot/cold injuries or bone/joint injuries • a fall from a great height • farm accidents

(continued)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Due to the transmission of various diseases through body fluids, ensure that students know the importance of using a barrier device (e.g., gloves, plastic bag) to protect themselves from having contact with body fluids.

Basic Injuries/Conditions:

- **Bleeding**—blood escaping from a wound.
- **Frostbite**—the freezing of body tissue caused by exposure to cold temperatures for a period of time.
- **Heat exhaustion**—a condition caused by loss of water and salt. It occurs when a person is exposed to excessive heat over time.
- **Heatstroke**—sunstroke; a life-threatening emergency caused by prolonged exposure to high heat.
- **Hyperthermia**—elevated body temperature.
- **Hypothermia**—a serious loss of body heat that caused the body temperature to fall well below normal.

First Aid for Bleeding (RED):

- **Rest:** Have the victim sit or lie down.
- **Elevation:** Keep the injured part elevated to stop bleeding.
- **Direct Pressure:** Use a sterile dressing and a barrier device (gloves) and apply direct pressure to the wound. Whenever possible, have the victim hold the dressing.

(continued)

◆ **Paper and Pencil Task: First Response**

Teacher Assessment: Inventory

Have students complete a quiz on general injuries/conditions and first-aid procedures.

First Response Quiz

1. What does EMS stand for? (Emergency Medical Service)
2. What is the number for EMS where you live? (911 or local number). If no EMS is available, what number would you call?
3. Why is it important not to move an injured person? (You might make the injury worse.)
4. What could you say to reassure someone? (“You will be all right. Everything will work out.”)
5. What should you do for someone with hypothermia? (Get the person out of the cold immediately and warm up the person.)
6. If someone is suffering from heat exhaustion, what should you do first? (Get the person out of the heat.)
7. What is the first aid for bleeding? (rest, elevation, direct pressure)
8. What is a barrier device? (It is a non-porous material used to protect the rescuer.)
9. Why is it important to use a barrier device? (It helps you avoid contact with body fluids.)
10. What do you do if someone is aggressive and threatens to hurt you? (Back away, and do not interfere. Never put your safety at risk.)
11. What could you use to control severe bleeding? (Use a pad of cotton, triangle bandages, sterile dressings, clean clothing.)

(continued)

PRESCRIBED LEARNING OUTCOMES

SUGGESTIONS FOR INSTRUCTION

Students will...

K.3.6.B.3 *(continued)*

(continued)

◆ **Victims, Rescuers, and Bystanders**

Write various scenarios requiring first-aid procedures on index cards. Have students form groups of four to act out the scenes. One person is the victim, one is the rescuer, and two are bystanders.

Examples of Scenarios:

- **Bleeding:** At a baseball game, a player slides into a base. The player cuts a knee on the metal peg, which results in a large gash. How would you stop the bleeding?
- **Frostbite:** At recess you go outside without having your ears covered. At the end of recess, your ears feel numb and appear to be greyish. What should you do?
- **Heat Exhaustion:** A group has decided to participate in a wilderness hike in the middle of a hot and humid day. One individual did not bring any water. As the hike goes on, this person says he or she is nauseous, has a headache, and feels dizzy. What should you do?
- **Heatstroke:** You are at a track meet and a friend of yours is competing in several long-distance running events. The conditions are very hot and extremely humid. Your friend is vomiting, feels dizzy, and complains of a headache. What should you do?
- **Hypothermia:** You are out on your snowmobile and it breaks down. You start to walk for help, but start to feel cold and begin to shiver. By the time you find help, your lips are blue and your speech is slurred. What should someone do to help you?
- **Other**


TEACHER NOTES
SUGGESTIONS FOR ASSESSMENT
First Aid for Frostbite:

- Ensure that the individual is warm and comfortable.
- Immerse entire frozen part in water that feels luke warm. Do not apply direct heat.
- Do not rub the affected area.
- Seek medical help.

First Aid for Heat Exhaustion:

- Move the person to a cool environment and allow him or her to rest.
- Give the person half a glass of cold water every 15 minutes.
- Loosen tight clothes and remove any clothes soaked with sweat.
- Put cool, wet clothes next to the person's skin.

**First Aid for Heatstroke/
Hyperthermia:**

- Call for emergency help.
- Remove the person from the source of heat.
- Cool the person with cool, wet clothes or soaked towels.

First Aid for Hypothermia:

- Treat the person very gently and monitor the breathing.
- Remove any wet clothes and dry the person.
- Move the person to a warm environment.
- Wrap the person with warm blankets.

For more information, read a current edition of a first-aid manual.



(continued)

◆ Performance Task: Victims, Rescuers, and Bystanders

Peer Assessment: Inventory

Ask groups to assess the role-plays of their peers.

Suggested Criteria:
The rescuer

- checked for safety
- called an adult or EMS for help
- reassured the victim
- avoided touching body fluids
- asked appropriate questions of the bystanders and the victim
- got help from bystanders when needed

The victim

- answered questions related to the injury/condition
- accurately demonstrated the signs and symptoms of the injury/condition

The bystander

- remained calm
- helped out where needed
- kept others under control
- stayed at the scene to help out

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.3.6.B.4 Describe ways to seek help related to different types of accidents and/or dangerous situations (i.e., situations involving vehicles, bicycles, water, fire, choking, thin ice, violence, shaken baby syndrome, babysitting).

Curricular Connections

ELA:

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

GLO 5—Celebrate and build community.

SUGGESTIONS FOR INSTRUCTION

◆ **Accidents Happen**

As a class, brainstorm a list of potential accidents/dangerous situations (e.g., situations involving vehicles, bicycles, water, fire, choking, thin ice, violence, shaken baby syndrome, babysitting). In pairs, students write down who could help and how they could help. Record answers in a chart.

Example:

Responding to Accidents		
Accident/Situation	Who Could Help	How They Could Help
Vehicle: Car hits a pedestrian.	Block Parent	Telephone EMS. Perform general first aid.
Bicycle: Bike rider hits a tree.	Friend	Perform basic first aid.
Water: Swimmer hits head diving into unknown water.	Lifeguard	Call EMS. Perform first aid.
Fire/Smoke: Pan of grease on stove catches fire.	EMS, fire department, adult	Put lid on pan. Put out fire.
Choking: Child swallows a coin.	Adult, babysitter (if trained)	Apply abdominal thrusts.
Thin Ice: Person walking on ice falls through (hypothermia).	EMS, friend	Throw a line to victim. Perform first aid.
Violence: Someone is stabbed with glass.	Police	Treat person and get medical help.
Shaken Baby Syndrome	Child and Family Services	Investigate and provide help.
Babysitting: Child falls down stairs.	Parent, neighbour	Perform basic first aid.

Variation: Once the chart is completed, cut it up to use as a text-reconstruction activity or puzzle, lining up pieces correctly for each accident or situation.

◆ **Game Show**

Select two teams of students (three or four students per team) and ask the teams specific questions related to ways to seek help for different accidents or situations. The first team to buzz or ring a bell, signifying that the team knows the answer, proceeds to answer the question. If the answer is correct, the team gets a point. If it is incorrect, the other team gets a chance to answer for a point. Rotate the teams after every three or four questions.


TEACHER NOTES

Ensure that students understand the importance of recognizing the need for seeking help, especially while babysitting or when on their own.

Advising students on “whom to call” for help or “where to go for help” will depend on the geographical location of their community. For example, some remote areas will not have an EMS telephone number.


SUGGESTIONS FOR ASSESSMENT
◆ Performance Task: Accidents Happen

Teacher Assessment: Checklist

Have students line up in two rows facing each other. The persons on one side take turns stating a kind of accident and the persons opposite them say how they would get help. Have students switch roles once they go through the line so that each student lists one accident and identifies one way to get help.

Suggested Criteria:

The student knows how to seek help for various situations involving

- vehicles
- bicycles
- water (drowning)
- fire/smoke
- choking
- thin ice
- violence
- shaken baby syndrome
- babysitting
- other (e.g., accident involving lawn mover, farm equipment, cutting implements)

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> S.3.4.A.1 ⇨ S.3.6.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...).	◆ Safety Guidelines Brainstorm with students the various safety guidelines and behaviours specific to various locations, activities, and pieces of equipment. Examples: <ul style="list-style-type: none">• 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, medical problems, equipment breakage, and hazards to the teacher Have students explain why the guidelines are necessary and demonstrate rules and routines for safe activity participation and equipment use throughout the year.
Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.	



TEACHER NOTES

Introduce, use, explain, and reinforce vocabulary related to safe participation in activities 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 available in *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

Safe Learning Environment:

Create a safe learning environment by ensuring that

- activities are suitable to the students’ age and mental and physical condition
- instruction is sequential and progressive 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
- change-room rules are posted inside change room



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Activities**

Teacher Assessment: Scoring Rubric

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

Safety Rubric	
Scale	The student
4	<ul style="list-style-type: none"> • consistently follows safety routines and rules in given situations
3	<ul style="list-style-type: none"> • frequently follows safety routines and rules in given situations
2	<ul style="list-style-type: none"> • sometimes follows safety routines and rules in given situations
1	<ul style="list-style-type: none"> • rarely follows safety routines and rules in given situations

◆ **Observation: Safety Guidelines**

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. Review the clipboard contents daily and review the contents with the class periodically (immediately if the infraction causes danger).

TEACHER NOTES (continued)

Teachers must be aware of the criteria established by the Supreme Court of Canada to determine the necessary and appropriate standard of care. For more information, see page 15 of the Framework Excerpts.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> S.3.6.A.2 Demonstrate basic first-aid procedures (e.g., seek adult help, get ice, locate first-aid kit, avoid contact with body fluids...) for common injuries/conditions (e.g., nosebleeds, cuts, bumps, asthma attacks...).</p>	<p>◆ Role-Play</p> <p>Discuss with students the basic first-aid procedures. Write various scenarios of common injuries/conditions on pieces of paper. Have students work in pairs, assigning one person to be the victim. The victim takes a piece of paper that has a scenario on it, goes back to the partner, and the pair acts out the scenario. The partner tries to treat the patient with the proper first aid.</p> <p>Examples of Scenarios:</p> <p>What if a student...</p> <ul style="list-style-type: none"> • fell and hit his or her head on the floor in a gymnastic activity? • fell off a high playground structure and hurt his or her back? • got a severe cut near an eye from a floor hockey stick? • fell from a climbing rope and broke a wrist? • had an asthma attack after playing a game of tag? • jumped up to catch a basketball and sprained an ankle? • fell while running and bruised a knee? • bumped into someone and got a nosebleed? • got a sliver from a bench while doing a fitness circuit? • fell on a hard-top surface and cut and scraped a leg? <p>◆ Dangerous Fluids</p> <p>Discuss the dangers of coming into contact with body fluids and how to prevent contact.</p> <p>◆ Get Help, Don't Give Help</p> <p>Discuss situations in which the student should not try to administer first aid, when it would be better just to get help.</p> <p>◆ Research First Aid</p> <p>Have students make appropriate inquiries to determine basic first-aid procedures. They could compare information available from different sources.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication.</p>	



TEACHER NOTES

Serious or emergency conditions involving head injuries, back or neck injuries, severe bleeding, fractures, allergic reactions, or asthma attacks require students to seek adult help immediately. Schools should have established procedures for dealing with medical emergencies and advise students of these procedures. Students need to develop an understanding of how to treat personal minor injuries such as strains, sprains, contusions, nosebleeds, blisters, scrapes, scratches, and cuts. Contact the Manitoba Safety Council for more information on first aid and a babysitter’s course.



SUGGESTIONS FOR ASSESSMENT

◆ **Journal/Learning Log: Role-Play**

Self-Assessment: Inventory

Have students fill a chart such as the following after they have participated in the role-play.

Suggested Criterion:

Look for

- the ability to demonstrate a correct procedure (plan of action) for each injury or condition

Example:

First-Aid Treatments	
Injuries/Conditions	Plan of Action
Head injuries	Seek adult help immediately.
Neck or back injuries	Seek adult help immediately.
Severe bleeding	Seek adult help immediately.
Fractures	Seek adult help immediately.
Allergic reactions	Seek adult help immediately.
Asthma attacks	Seek adult help immediately.
Strains and sprains	Apply the RICE principle: rest, ice, compression, elevation.
Contusions	Apply cold cloth or ice.
Nosebleeds	Sit down, bend slightly forward, and pinch nostrils together. If helping someone else, wear gloves.
Scrapes, scratches, and cuts	Clean affected area with water. Put on bandage.
Poison	Call poison control centre. Seek adult help immediately.
Burns	Immerse affected area in cold water.



Safety Outcomes: Grade 6



Knowledge

- K.3.5.A.1** \Rightarrow **K.3.6.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.3.6.A.2** Determine how environmental conditions can influence safety while exercising outdoors (e.g., effects of ultraviolet rays, hot sunny weather can lead to heat exhaustion and sunburn, cold weather and high wind-chill factors increase risk of hypothermia and frostbite...).
- K.3.6.A.3** Recognize reasons (e.g., safety, personal hygiene, comfort, ease of movement...) for appropriate dress for physical activities in different weather and environmental conditions (e.g., sunny, cold, windy, wet...).
- K.3.5.A.4** \Rightarrow **K.3.6.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** \Rightarrow **K.3.6.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.3.6.A.5b** Outline the emergency steps (e.g., stay clear of traffic, seek help, apply basic first aid...) related to bicycle incidents or accidents.
- K.3.6.B.1** Describe safe and unsafe situations at home, at school, and in the community while caring for self and others (i.e., playgrounds, babysitting, Internet use, shaken baby syndrome).

Knowledge (continued)

- K.3.6.B.3** Show an understanding of basic injuries/conditions (i.e., bleeding, heat exhaustion, heatstroke, frostbite, hyperthermia, hypothermia) and basic first-aid procedures (i.e., seek adult help, rest, apply compression, avoid touching/handling body fluids).
- K.3.6.B.4** Describe ways to seek help related to different types of accidents and/or dangerous situations (i.e., situations involving vehicles, bicycles, water, fire, choking, thin ice, violence, shaken baby syndrome, babysitting).

Skills

- S.3.4.A.1** \Rightarrow **S.3.6.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...).
- S.3.6.A.2** Demonstrate basic first-aid procedures (e.g., seek adult help, get ice, locate first-aid kit, avoid contact with body fluids...) for common injuries/conditions (e.g., nosebleeds, cuts, bumps, asthma attacks...).

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.