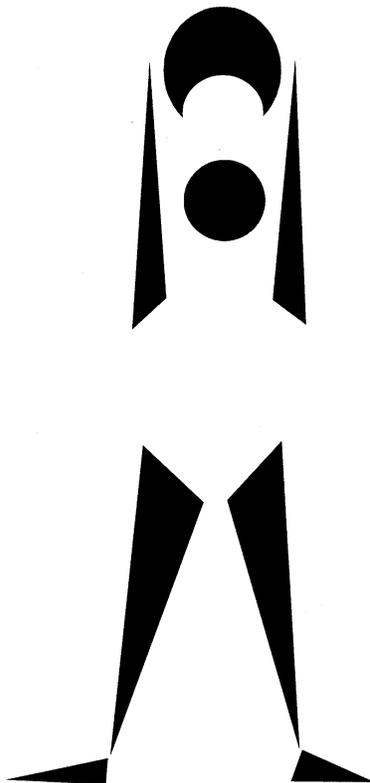

Grade 7

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.3.7.A.1 Determine safety rules, routines, and procedures related to selected activities, including territory/invasion-type and striking/fielding-type activities (e.g., no blocking or tackling in flag football...).

Curricular Connections

ELA:

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

GLO 5—Celebrate and build community.

PE/HE:

GLO 1—Movement (S.1.7.B.3)

◆ **Safety Guidelines**

When introducing activities, have students provide ideas for safety rules (e.g., in flag football, the play ends when one flag of the person carrying the ball is ripped off). As a class, decide whether the suggested rule would work and then choose to accept, modify, or change the rule.

◆ **Two Versus Two Pin Guard**

Have students, in groups of four, set up a pin inside a hoop, and form teams of two players. Each pair, working as a team, tries to knock down the pin by throwing a spongy ball or tries to prevent the other pair from knocking down the pin. When a team has made a good defensive play, made an interception, or knocked down the pin, the ball goes to the defensive team. Have students discuss the safety rules that were evident during the play.

Variation: The person with the ball can only pivot to pass to a teammate.

☐ K.3.7.A.2 Determine personal responsibilities (e.g., keep inhalator handy for asthmatic condition when participating in aerobic activities...) **and risk levels** (e.g., low personal strength/fitness level may result in back injury during lifting activities...) **in performing specific exercises.**

Curricular Connections

ELA:

GLO 3—Manage ideas and information.

PE/HE:

GLO 2—Fitness Management (S.2.7.A.1a, S.2.7.A.1b, S.2.7.A.2)

GLO 4—Personal and Social Management (K.4.7.A.3)

◆ **KWL the Active Way**

- **Know:** As a class, discuss what students already know about the responsibilities and risks associated with specific exercises (e.g., curl-ups, lifting heavy weights). Record comments on a board.
- **Want to Know:** Ask students to identify exercises and their risks that they want to know more about. Have students participate in a series of exercises, as in a warm-up led by the teacher or in a circuit. Explain correct technique and safety precautions before students participate.
- **Learned:** As a culminating activity, have students comment on what they learned.

◆ **Opposition Muscle Groups**

Have students, while working through fitness circuits, note which muscles work in opposition, such as biceps/triceps or abdominals/latissimus dorsi, and demonstrate that they understand the benefits of working both muscle groups to ensure balance of strength. Discuss the problems that can arise from not working the muscles in opposition.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Emphasize safety rules and procedures in all activities in every class throughout the year.

For more information on safety and liability for a variety of activities, see *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

Teach tactics and strategies for territory/invasion-type and striking/fielding-type games.



See BLM G–17: Teaching Games for Understanding Chart.

Encourage students to guard the person and not the pin. Remind them to keep their feet moving and to follow their “checks.”

◆ **Observation: Safety Guidelines**

Self-Assessment: Frequency Index

As students are participating in an activity, have them mentally keep track of the number of times a given safety rule was violated. Have students report these data in a group discussion to decide whether students should continue to use the rule, or whether to modify or change it.

◆ **Performance Task: All Activities**

Teacher Assessment: Rating Scale

Have students take turns presenting the safety rules and procedures to the class as a review for selected activities.

Rating Scale	
Score	The student presented
3	• all the rules correctly
2	• most of the rules correctly
1	• some of the rules correctly

For more information on the KWL strategy, see page 6.20 of *Success for All Learners*.

Encourage students to take responsibility for their own safety and fitness development. Stress the importance of taking ownership for personal health and well-being.

After students have completed the fitness circuits, have them discuss the following questions:

- What are the benefits of having strong muscles?
- What are the benefits of working muscles in opposition?
- What are the problems of having weak muscles?



◆ **Journal/Learning Log: All Activities**

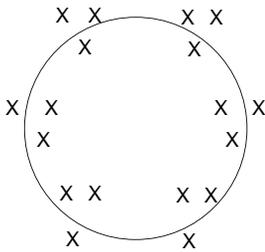
Self-Assessment: Checklist

Have students develop a personal checklist outlining the responsibilities and risks associated with specific exercises/activities.

Suggested Criteria: Bench-Step Aerobic Activity

In this activity, I

- dressed safely and appropriately for the exercise/activity
- used the equipment safely, including getting it out and putting it away properly
- checked (and reported if necessary) any breakage or hazards related to the equipment and/or facility
- performed the exercise to the best of my ability
- placed my whole foot on the step
- used the number of risers to match my fitness level
- added the “arm work” when I felt comfortable with the footwork

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.3.7.A.3 Justify reasons (e.g., ease of movement; personal hygiene; prevention of injury, sunburn, frostbite, hyperthermia, hypothermia...) for appropriate dress for selected physical activities.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections</p> <p>ELA: GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community.</p> <p>SS: Global Interdependence</p> </div>	<p>◆ What Do I Wear?</p> <p>Have students form relay teams of three or four people and line up in rows at one end of the gym. Prepare a variety of cards that illustrate an activity or a type of clothing and place the cards, face down, at the opposite end of the gym. Have relay teams send one person to the card pile to choose a card and return to the group. The next person then runs to the card pile, choosing a card to match the previous teammate’s choice. For example, if the first person picks a card that illustrates downhill skiing, the next teammate must find a card that illustrates a winter coat, ski pants, ski boots, a toque, gloves/mitts, a neck warmer, ski goggles, or a ski helmet, before returning to the group.</p> <p>◆ Rotating Reel</p> <p>Have students form groups of three. Ask them the following questions, one question at a time:</p> <ul style="list-style-type: none"> • How could a downhill skier prevent frostbite? • What is the appropriate way to prevent sunburn while participating in a track and field meet on a hot day? • What is the appropriate dress for playing contact hockey? • While hiking in the winter, how do you prevent hypothermia? • Why do athletes run and stretch prior to practising or competing in their chosen sport? <div style="text-align: center; margin-top: 10px;">  </div> <p>After each question, give students some time to discuss the question within their group. Have one student from each group go to the next group and share the answer. As a class, briefly discuss the responses to each question before moving on to the next question.</p>

**TEACHER NOTES**

When making up the class set of cards, use magazine illustrations or draw pictures to represent each activity or clothing item. Ensure that there are more cards than students. For students of this age, cards could consist of just words, but a combination of pictures and words would appeal to different learning approaches.

For more information about safety, see pages 12 and 13 of *Safety Guidelines for Physical Activity in Manitoba Schools* (MPETA *et al.*).

**SUGGESTIONS FOR ASSESSMENT****◆ Questioning/Interview: What Do I Wear?**

Group Assessment: Inventory

Have students justify why the type of clothing they selected is best for a given activity.

◆ Paper and Pencil Task: What Do I Wear?

Teacher Assessment: Quiz

Have students write a quiz to determine the reasons for appropriate dress for selected physical activities.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.7.A.4 Investigate factors related to facilities and equipment (e.g., eye protection for court sports, ramps for wheelchair access, condition of field and/or court surfaces...) to ensure the safe inclusion of all students in selected activities.</p> <div data-bbox="115 642 550 814" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p></div>	<p>◆ Inclusion</p> <p>Have students, in two teams, play a game of Ten Catches, using one spongy ball. The team that can make 10 consecutive catches ends the game. After approximately one minute, stop the play and ask a student on each team to play with a hearing impairment (use foam ear plugs). Continue playing the game for 30 seconds, and then stop the activity and ask students with the hearing impairment how they felt while playing the game. As a class, decide how the game or equipment could be changed to assist the person with the special need.</p> <p>Variation: Try the game again for approximately 30 seconds and then add other special needs. For example, add players with needs related to</p> <ul style="list-style-type: none">• visual impairment (blindfold a student)• wheelchair use (use scooters)• reduced mobility (tie an arm or a leg)• asthma (breathe through a straw)

**TEACHER NOTES**

Have the class participate in a variety of awareness activities to determine how facilities, equipment, and games can be adapted to include all students safely and allow for maximum participation.

For more information on how to adapt equipment or activities, refer to the series, *Moving to Inclusion* (National Education Steering Committee of the Moving to Inclusion Initiative).

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

**SUGGESTIONS FOR ASSESSMENT****◆ Journal/Learning Log: Inclusion**

Self-Assessment: Inventory

Have students reflect on the activity and write a journal entry about how this experience will affect their future participation in activities with others. Also have them choose a place in school (e.g., classroom, music room, gym, industrial arts room, human ecology lab, science lab, technology lab with computers) and a disability, and comment on what factors may help or hinder participation in activities.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.3.5.A.5a ➔ K.3.7.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 style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 3—Manage ideas and information.</p> <p>PE/HE: GLO 3—Safety (K.3.7.A.3)</p> </div>	<p>◆ Winter Wonderland</p> <p>Have students participate in a winter activity such as cross-country skiing, tobogganing, or downhill skiing. Prior to the activity/trip, discuss potential risks of participation and how these can be avoided. For example,</p> <ul style="list-style-type: none"> • emphasize the importance of wearing layers of clothing while skiing so that one can take off a layer if one gets hot • demonstrate the proper way to fall while downhill skiing to avoid ankle or leg injuries <p>◆ Cross-Country Trek</p> <p>Have students participate in a cross-country walk or run on the school grounds or at a local park. Prior to the activity/trip, discuss potential risks of participation and how these can be avoided. For example, emphasize the importance of</p> <ul style="list-style-type: none"> • wearing good hiking boots or running shoes, depending on the activity • choosing the best way to run/walk up and down hills to avoid injury • wearing sunscreen and a hat on a sunny day • looking out for others <p>◆ Carousel Brainstorming</p> <p>Prepare four posters with the name of a selected alternative pursuit on each and display them around the room. Divide students into groups so that there is an equal number of students at each poster. Have groups discuss for a set period of time (e.g., two minutes) potential safety risks involved in the specified alternative pursuit. Have each group run for two minutes in a clockwise direction, and then stop and brainstorm for two minutes at the next poster. Repeat until students have visited all four posters.</p>



TEACHER NOTES

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

Aboriginal Link:

Include traditional activities from an Aboriginal perspective (e.g., snowshoeing, fishing).

Community Link:

Invite guest speakers from provincial sport associations to explain the safety risks and program opportunities in the community.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: All Activities**

Self-Assessment: Checklist

As students participate in alternative pursuits, use the following checklist to ensure that everyone is properly dressed and using prior knowledge to assist in participating safely in the activities.

Suggested Criteria:

The student

- is dressed appropriately for _____
- follows the rules that apply to the physical activity

◆ **Paper and Pencil Task: All Activities**

Self-Assessment: Inventory

Have students complete a Safety Contract prior to activity participation.

Example:

Safety Contract

Student Name _____

I am aware of the following safety rules for injury prevention related to the activity _____

1. _____
2. _____
3. _____
4. _____
5. _____

Signatures

- Student _____
- Teacher _____
- Parent/Guardian _____

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION			
<i>Students will...</i>				
<input type="checkbox"/> K.3.7.A.5b Outline the emergency steps (e.g., seeking help, administering basic first aid...) related to water incidents or accidents (e.g., hypothermia, drowning...).	<p>◆ Role-Play</p> <p>Have students, working in groups of three or four, act out a water-related incident such as slipping/falling on a wet deck around a pool or drowning. Have students role-play or act out the emergency steps for seeking help or first aid.</p> <p>◆ Emergency Steps</p> <p>Provide each student with an example of a water incident or accident. Have students write out the emergency steps for their situation on one side of recipe cards (one step per card), and on the other side write a number to signify the correct order. Check for accuracy. Then have students exchange cards and challenge each other to arrange the emergency steps in the correct order for each incident or accident.</p> <p>Variation: Use the cards as a relay activity in the gym or in an open space to practise transport skills.</p>			
<table border="1"><tr><td>Curricular Connections</td></tr><tr><td>ELA: GLO 4—Enhance the clarity and artistry of communication.</td></tr><tr><td>PE/HE: GLO 3—Safety (K.3.7.A.3, K.3.7.B.1)</td></tr></table>	Curricular Connections	ELA: GLO 4—Enhance the clarity and artistry of communication.	PE/HE: GLO 3—Safety (K.3.7.A.3, K.3.7.B.1)	
Curricular Connections				
ELA: GLO 4—Enhance the clarity and artistry of communication.				
PE/HE: GLO 3—Safety (K.3.7.A.3, K.3.7.B.1)				



TEACHER NOTES

How to Call for Help:

1. Know your emergency telephone numbers (911 or the number for the local ambulance, poison control, and fire department).
2. State your name to the person you are calling.
3. State your location.
4. Tell what happened.
5. Answer any question the person asks.
6. Do what the person tells you to do.
7. Hang up only when the person tells you to.

Remind students that there is no charge to dial 0 or 911 on a pay phone. It is important to know the local emergency numbers, especially in rural or remote areas.

Have someone from the Canadian Red Cross Society or a local lifeguard talk to the class.

For additional information and resources, contact local organizations such as St. John Ambulance and the Canadian Red Cross Society.



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Role-Play

Teacher Assessment: Checklist

Have students individually perform the role of helping someone. Ensure that the student speaks slowly and clearly. Use the following checklist to ensure that each student knows how to make an emergency call for help.

Suggested Criteria:

The student

- knows local emergency telephone numbers (911 or the number for the local ambulance, poison control, and fire department)
- states his or her name
- states his or her location
- tells what happened
- answers any question asked
- does what he or she is told to do
- hangs up only when told to do so

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.3.7.B.1 Describe ways to respond to dangerous situations in the community (i.e., school intruders, home invasion, hazing, Internet use).</p>	<ul style="list-style-type: none"> <li data-bbox="610 327 1421 667"> <p>◆ Suspicious Spectators</p> <p>Ask students to list behaviours/signs of people who might be dangerous. Discuss what to do if they see a potentially dangerous person (e.g., tell an adult, call 911 or another local emergency number, stay calm, go to a safe place). Encourage students to draw a scene (for a poster/pamphlet) where something suspicious might be going on.</p> <p>Variation: Display the posters/pamphlets and allow students to do a Gallery Walk to see additional information from others.</p> <li data-bbox="610 705 1421 898"> <p>◆ Speaker’s Corner</p> <p>Invite a police officer to class to discuss how people put themselves at risk in dangerous situations at home and on the Internet. Have the guest speaker discuss tips for dealing with dangerous people (e.g., school intruders and home invaders).</p> <li data-bbox="610 936 1421 1262"> <p>◆ Caught by Surprise</p> <p>Have the class generate a list of tips on “what to do” and “what not to do” when faced by a home invader or a school intruder. Emphasize that although dangerous situations like these are quite rare, they could present themselves, and it is better to protect ourselves than to panic or do something to make the situation worse. Ask each student to design a pamphlet or a poster with helpful information to give to others for dealing with dangerous situations.</p> <li data-bbox="610 1304 1421 1524"> <p>◆ Safety Cards</p> <p>Discuss some general strategies to use in responding to dangerous situations (e.g., never give personal information on a chat line, report suspicious behaviour immediately, be calm but assertive). Have each student write the strategies on an index card and keep it in a prominent place as a frequent reminder.</p>



TEACHER NOTES

A key safety factor is recognizing potentially dangerous situations. Emphasize that students should not be paranoid, but they should be on alert for suspicious people so that they are not at risk for being a target.

Potentially suspicious behaviours/signs include

- unknown people in the school hallways
- strangers on the playground watching particular children or asking questions
- someone phoning to ask whether you are alone
- someone asking you to do something that embarrasses you
- someone asking you personal information such as your age, address, sports you like, clubs/teams you are on, or the school you go to. (This is of particular concern with respect to Internet use.)

Remind students that they should never agree to meet anyone they have met on the Internet. Some people are trained and skilled at manipulating children to put them into a dangerous situation.



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Suspicious Spectators

Self-Assessment: Checklist

Have students check whether they have included the following responses in their drawing of a potentially suspicious scene and have them explain their thinking to a partner:

- realistic response(s)
- helpful response(s)

◆ Paper and Pencil Task: Speaker's Corner

Teacher Assessment: Inventory

Have students prepare a question to ask the police officer and submit it as an Admit Slip in order to enter the class. To leave the class, they fill out an Exit Slip (e.g., One helpful response to danger that I learned from the presentation...). (For more information on Admit and Exit Slips, see page 6.60 of *Success for All Learners*.)

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.3.6.B.4 ➔ K.3.7.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).</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Helplines**

As a class, list different accidents and dangerous situations involving vehicles, bicycles, water, fire, choking, thin ice, violence, shaken baby syndrome, and babysitting. Use a mapping strategy or a T-Chart to record all the suggestions. Have students get into groups and, using telephone directories, list telephone numbers and places where they could get help for these situations (e.g., Kids Help Line, friendship centre, beach patrol, counsellor, health clinics, Canadian Red Cross, public health office, public safety council).

◆ **Emergency Call**

Have groups of students develop a skit that shows someone getting help for an emergency situation. They can use ideas from the Helplines learning activity to generate ideas.

Variation: Ask one student to be the emergency operator and have another person be the one who calls. Write a variety of situations on cards and put them in a box for the “caller” to pull out.

◆ **Seeking Help**

Ask students to describe what they would do in an emergency or a non-emergency situation. Emphasize that the first step in any accident is to assess its seriousness and then perform scene management. Develop a chart identifying ways to seek help.

Example:

Seeking Help	
Situation	Contact (Examples)
• Vehicles	police, ambulance, public safety council
• Bicycles	police, ambulance, public safety council
• Water	beach safety officer, lifeguard, Red Cross Society
• Fire/Smoke	fire department
• Choking	police, fire department, first responder, certified first-aid provider
• Thin Ice	police, fire department
• Violence	Kids Help Line, friendship centre, counsellor
• Shaken Baby Syndrome	Kids Help Line, friendship centre, counsellor
• Babysitting	police, 911, parent, neighbour



TEACHER NOTES

How to Call for Help:

1. Know your emergency telephone numbers (911 or the number for the local ambulance, poison control, and fire department).
2. State your name to the person you are calling.
3. State your location.
4. Tell what happened.
5. Answer any question the person asks.
6. Do what the person tells you to do.
7. Hang up only when the person tells you to.

For more information on first aid, consult the Canadian Red Cross Society or St. John Ambulance.

Remind students that there is no charge to dial 0 or 911 on a pay phone. It is important to know the local emergency numbers, especially in rural or remote areas. Discuss emergency numbers that are used in rural or remote areas.

For more information on road safety resources, contact Manitoba Public Insurance.

Aboriginal Link:

For Aboriginal resources, refer to the following websites:

- Instructional Resources Unit (Library), Manitoba Education and Youth:
<<http://libinfo.merlin.mb.ca>>
- Manitoba First Nations Education Resource Centre:
<<http://www.mfnerc.com>>
- Online resources that include Aboriginal content, such as CANTEACH: <<http://www.canteach.org>>



SUGGESTIONS FOR ASSESSMENT

◆ Observation: Helplines

Teacher Assessment: Checklist

Assess whether the student is able to list at least five ways to seek help for an accident or dangerous situation.

- Yes
 No

◆ Performance Task: Emergency Call

Teacher Assessment: Checklist

Use a checklist to ensure that each student knows how to make an emergency call for help.

Suggested Criteria:

The student

- knows emergency telephone numbers (911 or the number for the local ambulance, poison control, and fire department)
- states his or her name
- states his or her location
- tells what happened
- answers any question asked
- does what he or she is told to do
- hangs up only when told to do so

Ensure that the student speaks slowly and clearly.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.7.B.5a Describe scenarios that illustrate examples of physically, verbally, and emotionally abusive behaviours in different relationships (i.e., within families, between friends, among peers, with employers, in groups, in gangs, on sports teams, when babysitting).</p>	<p>◆ Opinion Cards</p> <p>Give each student three index cards. Have students label their cards using the following headings: Physical Abuse, Emotional Abuse, and Verbal Abuse. Read out a variety of situations and ask students to hold up the card that best describes the specified kind of abuse.</p> <p>Variation: Post three charts around the room and have students physically move to the chart with the specified type of abuse.</p> <p>◆ Six-Frame Story of Abuse</p> <p>Have students develop a six-frame story (similar to a cartoon, but serious) to illustrate a kind of abuse (e.g., physical, emotional, verbal, or any combination).</p> <p>◆ Tableaux: Where Abuse Happens</p> <p>Indicate to students that abuse happens all over the world in every culture and across all ages, races, and economic classes. It happens with strangers, friends, peers, workers, families, and team members, in groups, and with individuals. Ask students to form groups of four to six and develop a tableaux showing a kind of abuse in one of the relationships listed.</p> <p>◆ Read All about It</p> <p>Ask each student to collect and bring to class brochures or pamphlets that offer help to people who suffer from physical, verbal, or emotional abuse. Students could ask a counsellor, local health office, or Child and Family Services agency for information. Post the pamphlets for everyone to see. After a while, file them in a cabinet that students are allowed to access.</p> <p>Variation: Have students suggest helpful websites to the class.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 5—Celebrate and build community.</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Examples of Behaviours for Opinion Cards:

Abuse includes

- name-calling (verbal)
- yelling at someone (verbal)
- hitting (physical)
- behaviour intended to hurt another person (e.g. leaving them out) (emotional)
- swarming someone (emotional)
- punching a locker to scare someone standing beside it (physical)

Abuse does not include

- a pat on the back after a great volleyball serve
- telling others assertively that they hurt your feelings
- asking others whether they are all right
- telling someone that you do not want to do something
- refusing to hang out with someone



◆ **Journal/Learning Log: Opinion Cards**

Teacher Assessment: Checklist

Ask students to write about one kind of abuse (physical, verbal, or emotional) they have read about, seen on television, witnessed, or experienced.

Suggested Criterion:

Look for

- an example of abuse
- proper classification of the abuse

◆ **Observation: Opinion Cards**

Teacher Assessment: Frequency Index

Record the number of correct/incorrect responses during the activity.

◆ **Performance Task: Six-Frame Story of Abuse; Tableaux: Where Abuse Happens**

Teacher Assessment: Checklist

Observe whether the student is able to define and explain an example for each type of abuse:

	Yes	No
• physical abuse	<input type="checkbox"/>	<input type="checkbox"/>
• verbal abuse	<input type="checkbox"/>	<input type="checkbox"/>
• emotional abuse	<input type="checkbox"/>	<input type="checkbox"/>

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.3.7.B.5b Develop strategies (e.g., conflict-resolution skills...) **for avoiding situations** (e.g., conflict between parents’ and peer values, with the law, in competition, within school...) **that can potentially lead to conflict and violence.**

Curricular Connections

ELA:

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

GLO 5—Celebrate and build community.

SUGGESTIONS FOR INSTRUCTION

◆ **Strategic Avoidance**

Introduce students to the following terms: compromise, negotiation, mediation, anger management, and conflict resolution. In groups, have students define each term, present an example of each skill, consider how and when the skill might be used, and present the information to the rest of the class using the suggested chart.

Example:

Strategic Avoidance			
Term	Definition	Example	Situation to Use Strategy
Compromise	Settling a dispute mutually.	You want to go to a movie but you have not done your household chores yet. You vacuum for half an hour and then your parent allows you to go to a movie.	Getting permission to do an activity.
Mediation	Using a neutral person to help settle a dispute.	Person A stops name-calling and person B stops talking behind person A’s back.	Two peers arguing over name-calling.
Negotiation			
Anger Management			
Conflict Resolution			

◆ **Conflict of the Week**

Have students record all the situations dealing with any level of conflict that they encounter throughout one week. Using a W5 chart (who, what, where, when, why), students record the strategy they used to solve the conflict or indicate whether the issue remained unresolved or ended with an escalated response (e.g., anger, violence, more conflict). (For a W5 sheet, see 5–8 ELA, BLM–67.)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Definitions:

- **Compromise**—settling a dispute with each person mutually agreeing on a settlement. Meeting in the middle.
- **Negotiation**—settling a dispute by talking with others to reach an agreement. A collaborative effort to reach an agreement.
- **Mediation**—using a mediator (neutral person) to intervene to produce an agreement or a reconciliation.
- **Conflict-resolution skills**—the ability to solve a dispute using skills such as listening, paraphrasing, and problem solving.
- **Anger-management skills**—the ability to solve problems and conflicts in a controlled manner.

For helpful resources (books, videos, and websites), see *Conflict Resolution: Safe Schools: A Bibliography, October 2001*, available at the Instructional Resources Unit (Library), Manitoba Education and Youth website: <<http://libinfo.merlin.mb.ca/publications>>.

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

Teacher Assessment: Scoring Rubric

Ask students to write a journal entry about how they dealt with conflict in the past. Have them answer the following questions:

1. What are three things you would like to learn in order to deal better with conflict?
2. What are some of your strengths/weaknesses when dealing with conflict?
3. In what situations do you seem to have more/less conflict? Why do you think there is more/less conflict in these situations/relationships?

Suggested Criteria:

Use the following scoring rubric to assess student knowledge.

Scoring Rubric	
Score	The student
3	<ul style="list-style-type: none"> • has a basic knowledge of terms and has good insight into personal conflict
2	<ul style="list-style-type: none"> • has some knowledge of terms and has some insight into personal conflict
1	<ul style="list-style-type: none"> • has unsatisfactory knowledge of terms and lacks insight into personal conflict

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.3.7.B.6a Establish safety guidelines to protect self and others from sexually abusive situations (e.g., pornography, incest, stalking, prostitution, sexual assault...).

SUGGESTIONS FOR INSTRUCTION

◆ **Ask the Expert**

Invite someone from the local police department or from victim services to speak to the class about ways students can protect themselves and others from sexually abusive situations.

◆ **LAPS**

Have students complete a LAPS Frame (see pages 6.54 and 6.108 of *Success for All Learners*) after listening to a speaker's presentation or viewing a film/video related to the topic of protecting self and others from sexually abusive situations.

◆ **Carousel Brainstorming**

Have students brainstorm safety guidelines to protect self and others in sexually abusive situations such as pornography, incest, stalking, prostitution, and sexual assault. Put potential situations on several pieces of chart paper and post them around the classroom. Have students move to the different posters and write down safety guidelines for the selected situations. Have all students move around the room until they have had the opportunity to brainstorm for each situation.

Suggested Situations:

- Someone is following you.
- A person asks you to look at pictures of pornography.
- A person touches you inappropriately.

**TEACHER NOTES**

The learning activities suggested for this learning 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.

Community Link:

Have students explore local health issues and examine statistical data, supports and services applicable to their community or region, and prevention strategies.

**SUGGESTIONS FOR ASSESSMENT****◆ Questioning/Interview: Ask the Expert**

Teacher Assessment: Inventory

Prepare a list of questions to ask the guest speaker following the presentation. Divide the class into three groups and have students move through three stations for follow-up activities.

The teacher or the expert could be the interviewer at one station. Activities at the other two stations could include writing a thank you note to the guest speaker, developing a poster or pamphlet outlining safety guidelines, writing a journal entry, reflecting on what the speaker said, and so on.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.7.B.6b Demonstrate an understanding of skills (i.e., problem solving, conflict resolution, communication, assertiveness, anger management) in dealing with case scenarios related to sexually abusive situations and ways to seek help.</p> <div data-bbox="115 640 550 858" 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. PE/HE: GLO 4—Personal and Social Management</p></div>	<p>◆ Skills Check</p> <p>Have groups of students write a scenario related to a sexually abusive situation. The scenario must include a way to seek help and at least one skill from each of the following categories: problem solving, conflict resolution, communication, assertiveness, and anger management. Students perform the skit for the class, demonstrating the specified skills.</p>



TEACHER NOTES

Review the skills included in all the specified categories. An abundance of information is available on all these skill categories. Find a resource that suits students' needs and provide them with the necessary information.

For topic-related resources, consult *Conflict Resolution: Safe Schools: A Bibliography, October 2001* and *Human Sexuality and Sexual Orientation: A Bibliography, 2002*, available from the Instructional Resources Unit (Library), Manitoba Education and Youth website: <<http://www.libinfo.merlin.mb.ca/publications>>.



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Skills Check

Group Assessment: Checklist

Have groups assess each other's skills, so that each group performs once and evaluates once.

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	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.3.4.A.1 ⇨ S.3.7.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>◆ Safety Guidelines</p> <p>Brainstorm with students the various safety guidelines and behaviours specific to various locations, activities, and pieces of equipment.</p>
<p>Curricular Connections ELA: GLO 3—Manage ideas and information.</p>	<p>Examples:</p> <ul style="list-style-type: none">• change-room procedures/rules• storage room 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 <p>Have students explain why the guidelines are necessary and demonstrate rules and routines for safe activity participation and equipment use throughout the year.</p>



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 safety 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 the 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 the 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	• consistently follows safety routines and rules in given situations
3	• frequently follows safety routines and rules in given situations
2	• sometimes follows safety routines and rules in given situations
1	• 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).



Safety Outcomes: Grade 7



Knowledge

- K.3.7.A.1 Determine safety rules, routines, and procedures related to selected activities, including territory/invasion-type and striking/fielding-type activities** (e.g., no blocking or tackling in flag football...).
- K.3.7.A.2 Determine personal responsibilities** (e.g., keep inhalator handy for asthmatic condition when participating in aerobic activities...) **and risk levels** (e.g., low personal strength/fitness level may result in back injury during lifting activities...) **in performing specific exercises.**
- K.3.7.A.3 Justify reasons** (e.g., ease of movement; personal hygiene; prevention of injury, sunburn, frostbite, hyperthermia, hypothermia...) **for appropriate dress for selected physical activities.**
- K.3.7.A.4 Investigate factors related to facilities and equipment** (e.g., eye protection for court sports, ramps for wheelchair access, condition of field and/or court surfaces...) **to ensure the safe inclusion of all students in selected activities.**
- K.3.5.A.5a** ⇨ **K.3.7.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.3.7.A.5b Outline the emergency steps** (e.g., seeking help, administering basic first aid...) **related to water incidents or accidents** (e.g., hypothermia, drowning...).
- K.3.7.B.1 Describe ways to respond to dangerous situations in the community** (i.e., school intruders, home invasion, hazing, Internet use).
- K.3.6.B.4** ⇨ **K.3.7.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).

Knowledge (continued)

- K.3.7.B.5a Describe scenarios that illustrate examples of physically, verbally, and emotionally abusive behaviours in different relationships** (i.e., within families, between friends, among peers, with employers, in groups, in gangs, on sports teams, when babysitting).
- K.3.7.B.5b Develop strategies** (e.g., conflict-resolution skills...) **for avoiding situations** (e.g., conflict between parents' and peer values, with the law, in competition, within school...) **that can potentially lead to conflict and violence.**
- K.3.7.B.6a Establish safety guidelines to protect self and others from sexually abusive situations** (e.g., pornography, incest, stalking, prostitution, sexual assault...).
- K.3.7.B.6b Demonstrate an understanding of skills** (i.e., problem solving, conflict resolution, communication, assertiveness, anger management) **in dealing with case scenarios related to sexually abusive situations and ways to seek help.**

Skills

- S.3.4.A.1** ⇨ **S.3.7.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.