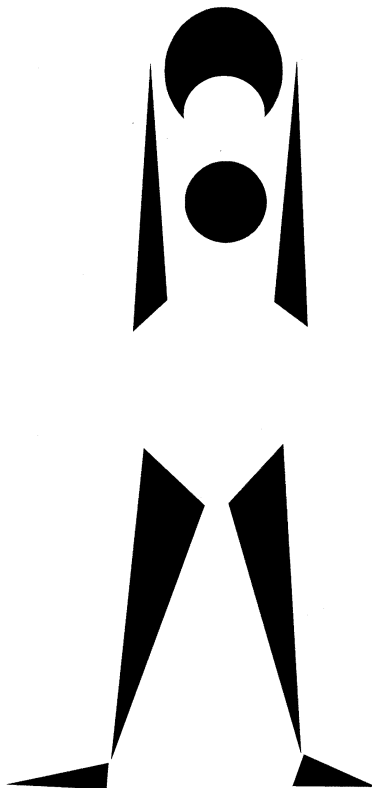

Grade 8

3. Safety

The student will demonstrate safe and responsible behaviours to manage risks and prevent injuries in physical activity participation and in daily living.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.3.8.A.1 Determine safety rules, routines, and procedures related to selected physical activities, including net/wall and target-type activities (e.g., not entering a racquet sport court when play is in progress, retrieving shot-put/discus only on signal in a group situation...).</p>	
<div data-bbox="115 680 548 793" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections PE/HE: GLO 1—Movement (K.1.8.C.1)</p> </div>	<p>◆ Safety Checks</p> <p>Review the safety rules for each physical activity or game before students begin playing. At any teachable moment, stop the play and question students on what rule was just applied, why it is important, and so on. Reinforce positive and safe behaviours whenever possible.</p> <p>◆ Target Throwing for Distance</p> <p>Have students practise the proper technique for throwing a shot-put and discus. Outline the safety rules, routines, and procedures related to throwing a shot-put or discus in a competition in which the results of students’ throws are measured. While students are practising, ensure that they follow the correct procedures.</p> <p>Procedures for Throwing Shot-put/Discus:</p> <ul style="list-style-type: none"> • Enter from the back of the throwing circle. • Release the shot-put or discus without touching the front edge of the circle or stepping over it. • Exit the throwing circle from the rear. • Determine a signal to be designated for throwing and another for retrieving when more than one shot-put or discus is used.

**TEACHER NOTES**

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

Language Link:

When teaching vocabulary related to health content areas or specific sports, encourage students to learn the terms in their home language or in another language (e.g., French, Ukrainian, Mandarin, Cree, Ojibway), especially in communities where a particular culture is represented.

**SUGGESTIONS FOR ASSESSMENT****◆ Performance Task: All Activities**


Teacher Assessment: Frequency Index

During the activities, take note of any students who follow or who do not follow the rules, routines, and procedures related to each selected physical activity.

◆ Paper and Pencil Task: All Activities

Teacher Assessment: Inventory

Have students create a Word Splash (see *Success for All Learners* 6.28) and answer key that includes words related to safety rules, routines, and procedures for net/wall and target-type activities.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.3.8.A.2 Identify the risks of contraindicated exercises (e.g., deep knee bends, straight leg sit-ups, full neck rotations...) and safe exercise alternatives.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences.</p> <p>PE/HE: GLO 2—Fitness Management (K.2.8.C.1b)</p> </div>	
	<p>◆ Curl-up Challenge</p> <p>Have students demonstrate the different ways that they have seen a curl-up performed. Discuss each style or technique and the pros and cons associated with each. Explain to students the different styles or progressions for the curl-up, moving from simple to difficult.</p> <p>Have students</p> <ul style="list-style-type: none"> • practise the approved progressions and choose the one that they like best • find a classmate who chose the same progression and invite him or her to participate in a one-minute curl-up challenge • perform as many curl-ups in a minute as possible, and after a two-minute rest, try to do more curl-ups than they performed in the first attempt • discuss results with the partner • repeat the activity using a different progression <p>◆ How Do You Stretch?</p> <p>During a warm-up activity, have students demonstrate the proper way to perform stretches and discuss why other methods may be dangerous.</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <p>Refer to BLM 8–4: Examples of Exercise Do’s and Don’ts.</p> </div> <p>◆ Circuit Training</p> <p>Set up a fitness circuit and review or introduce the proper techniques to be used at each activity station to develop muscular strength and endurance (using bands or medicine balls) and flexibility and to avoid injury. For sample circuit activities, refer to learning outcome K.2.8.C.1b.</p>

**TEACHER NOTES**

Teachers are encouraged to keep current on the latest research, especially related to contraindicated exercises.

Remind students that the curl-up challenge is not a competition between two people but an opportunity to discuss personal performances with a classmate.

Have students record their results and revisit this activity after a few weeks to gauge personal improvement.

**SUGGESTIONS FOR ASSESSMENT****◆ Performance Task: The Curl-up Challenge**

Teacher Assessment: Inventory

After the activity, have students indicate with a show of hands whether they improved their performance with the second attempt.

◆ Performance Task: How Do I Stretch?

Teacher Assessment: Inventory

Have each student sign up to lead the warm-up stretch for a class. Observe each student's chosen stretches to ensure that he or she is performing them correctly.

PRESCRIBED LEARNING OUTCOMES

Students will...

K.3.7.A.3 ➔ **K.3.8.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.**

Curricular Connections

ELA:

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

SUGGESTIONS FOR INSTRUCTION

◆ **Smart Dressing**

For each selected physical activity, have students fill out a questionnaire to identify the appropriate dress for participation and specify the reasons for it.

Example:

Smart Dressing	
Name of Activity _____	
Recommended Dress (including footwear)	Reasons

◆ **Mix and Match**

Give each student a card that illustrates a particular type of clothing or footwear, such as a sweater, a short-sleeved shirt, ski pants, a toque, and so on. Assign a specific environmental condition (e.g., 30° C, -10° C) and/or a physical activity (e.g., track and field meet, alpine skiing) to individual students. Have all the students who have the appropriate dress for their specific weather condition and activity form a group and line up in order, based on the clothing that would be worn from the head down to the feet. Once the lineups are completed, have each group justify to the class why the items of clothing were worn for the selected activity and weather condition.


TEACHER NOTES

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


SUGGESTIONS FOR ASSESSMENT
◆ Paper and Pencil Task: Smart Dressing

Teacher Assessment: Quiz

Have students write a quiz to determine their knowledge of appropriate dress for activities performed.

◆ Journal/Learning Log: Smart Dressing

Teacher Assessment: Checklist

Have students include the Smart Dressing questionnaire in their portfolios.

Suggested Criterion:

The student stated the reasons why the specified dress is appropriate for the selected physical activity.

Yes

No

◆ Journal/Reflection: Mix and Match

Teacher Assessment: Inventory

Have students briefly explain to the class why their piece of equipment is appropriate for the selected environmental condition and activity.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.3.7.A.4 → K.3.8.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 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. SS: Identity, Culture, and Community</p> </div>	<p>◆ Assimilation Experience</p> <p>Have students participate in a variety of activity stations that allow them to experience how it might feel to have a special need (e.g., having a visual impairment—wearing a blindfold; a hearing impairment—wearing earplugs or headphones; a physical disability requiring the use of a wheelchair—using a scooter or a borrowed wheelchair).</p> <p>◆ Access Audit</p> <p>Have students, in groups of three or four, choose a special need related to a visual impairment, a physical disability requiring the use of a wheelchair, or a hearing impairment. Have them do a facility audit of the school, gathering safety information related facilities and equipment appropriate for the special need.</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"> • What dangers are involved in a volleyball game that involves able-bodied athletes and athletes using wheelchairs on the same side of a court? • Why is eye protection used in racquet sports? • How could a person with a visual impairment be included safely and successfully in a game of badminton? • How could a person in a wheelchair train safely for a cross-country running event? <p>After each question, give students some time to discuss it 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

For more information, refer to the website of the Society for Manitobans with Disabilities: <http://www.smd-services.com/>.



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: All Activities**

Teacher Assessment: Inventory

Have students work in groups to assess the school facilities for a specific special need. Have them create a report card that indicates their findings, using the following format. Ask students to comment on the safety factors related to each identified area.

Access to School Facilities

Type of impairment or special need _____

Facility Access:

- Entrance(s)/exit(s) _____
- Bathroom(s) _____
- Lunchroom(s) _____
- Classroom(s) _____
- Doorways _____
- Gymnasium _____
- Stairway(s)/Elevator(s) _____
- Light switches _____
- Air quality _____
- Windows _____
- Signage _____
- Other _____

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p><input type="checkbox"/> K.3.8.A.5a Investigate potential safety risks inherent in selected alternative pursuits (e.g., climbing walls, in-line skating, downhill skiing, activities on ice...).</p> <div data-bbox="110 533 550 674" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information.</p> </div>	<p>◆ What Risk?</p> <p>Assign students an activity, such as in-line skating, ice hockey, ice skating, alpine skiing, wall climbing, rock climbing, or hiking, and ask them to investigate the potential safety risks involved in the activity and how these risks are dealt with to make the activity safe. Have students draw or take pictures of potential risks.</p> <p>Variation: Have students design a “Find Someone Who...” questionnaire that requires them to find someone who knows the potential safety risks for a specific physical activity.</p>
<p><input type="checkbox"/> K.3.8.A.5b Determine safe areas and opportunities for cycling and/or other similar activities in the community (e.g., in-line skating, skateboarding, walking...).</p> <div data-bbox="110 1178 550 1318" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information.</p> </div>	<p>◆ In Our Community</p> <p>Have students, in small groups, create a map of a safe route for participating in activities such as cycling, skateboarding, and walking in the community. Encourage students to chose activities in which they participate regularly.</p> <p>Variation: Have students design a route that would support safe cycling opportunities in their community and present their map to the local parks and recreation association, service clubs, or police/RCMP.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

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

Post student responses recorded on the different pictures (see suggestions for assessment) as a culminating activity.

Encourage students to contact local/provincial sport organizations, interview athletes, or use Internet searches to find the information they need.

Aboriginal Link:

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

◆ **Performance Task: What Risk?**

Teacher Assessment: Inventory

Have students participate in an alternative pursuit of their choice in their community using the knowledge gained through their investigations of potential safety risks and report on their experience to the class. Ask students to use pictures (e.g., drawings, photographs, videos) of potential risks as part of their presentation.

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

Find a map of the local area that would be available for students who are unfamiliar with the community.

Refer to the Manitoba Recreational Trails Association Inc. website: <<http://www.mrta.mb.ca>>.

When planning cycling trips, teachers must check with the school administration to determine local policies and procedures and develop a risk-management plan.

◆ **Observation: In Our Community**

Group Assessment: Scoring Rubric

Have the groups present their maps of routes, as well as the safety concerns. Have groups assess each other using the following rubric.

Scoring Rubric: In Our Community		
Criteria	Rating	The group
Map of Activity Route	3	• provided a clear and detailed map
	2	• included some details on the map
	1	• provided few details on the map
Safety Concerns	3	• identified all safety concerns
	2	• omitted one or two safety concerns
	1	• omitted more than two safety concerns
Demonstration	3	• gave a clear and informative demonstration
	2	• gave a somewhat informative demonstration
	1	• gave an inadequate demonstration

Variation: Have students choose an activity for a field trip. Use student-developed maps and information when planning the field trip.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.3.8.B.1 Evaluate the effectiveness of laws and policies that promote personal and community safety (e.g., driving age, drinking/driving, boating, domestic violence, vandalism, shaken baby syndrome...).</p>	
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. SS: Power, Authority, and Decision Making</p>	<p>◆ The W5 of Law</p> <p>Ask students to use the Jigsaw strategy (see <i>Success for All Learners</i> 5.9) to research a law/policy that promotes personal community safety (e.g., related to drinking/driving, boating, graduated licences, zero tolerance for domestic violence, vandalism, shaken baby syndrome).</p> <p>Have students fill out a W5 Chart (see 5–8 ELA, Strategies–101), indicating</p> <ul style="list-style-type: none"> • whom the law/policy is for • what the law/policy is • when it was developed • why it was developed • where it was developed <p>On the back of the sheet students indicate some of the pros and cons of this law/policy. (What are its strengths/limitations?) Encourage students to find examples of the law/policy being implemented (e.g., in news stories, on the Internet). Students may share their information during a Gallery Walk (see <i>Success for All Learners</i> 6.80).</p> <p>Variation: Engage students in a discussion related to the effectiveness of the selected laws/policies. They may follow the discussion by doing reflective analytical writing.</p> <p>◆ It’s Debatable</p> <p>Have students work in groups of four to develop and perform a debate on a law or policy related to safety.</p> <p>Examples of Topics for Debate:</p> <ul style="list-style-type: none"> • The drinking and driving law is too strict. • Youth under 12 years of age must take a boating course in order to operate a boat. • A driver’s licence is required to operate an off-road vehicle. • Helmets should be mandatory for cyclists. • Anyone accused of vandalism must do some community service.

(continued)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Community Link:

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

Sources for obtaining resources include

- local RCMP/police
- Child and Family Services
- Canadian Coastguard
- community and youth services
- Canadian Red Cross
- public health services
- public safety services
- victim support services
- clergy
- elders

Ensure that students use current, reliable, and accurate sources of information.



◆ **Performance Task: The W5 of Law**

Teacher Assessment: Scoring Rubric

Ask each group to present the selected law/policy to the class using the information on the W5 Chart. Evaluate the pros and cons of the law/policy.

Scoring Rubric	
Score	The students
3	<ul style="list-style-type: none"> • adequately researched and presented information for all categories, using the W5 format
2	<ul style="list-style-type: none"> • researched and presented information for at least three categories
1	<ul style="list-style-type: none"> • provided insufficient research information in three or more categories

◆ **Journal/Learning Log: The W5 of Law**

Teacher Assessment: Anecdotal Notes

Ask students to write a journal entry reflecting on their personal opinion related to the laws/policies presented in the class.

Suggested Criteria:

The student demonstrated the ability to provide

- extended responses to one or more of the laws/policies
- questions, comments, and observations that led to further inquiry

◆ **Performance Task: It’s Debatable**

Teacher Assessment: Rating Scale

In assessing students’ debates and performances, complete a rating scale for each group.

Rating Scale				
	4	3	2	1
The students	Superior	Good	Satisfactory	Inadequate
<ul style="list-style-type: none"> • thoroughly researched the topic 				
<ul style="list-style-type: none"> • provided factual legal information 				
<ul style="list-style-type: none"> • were persuasive and articulate 				
<ul style="list-style-type: none"> • answered questions appropriately 				
<ul style="list-style-type: none"> • asked appropriate questions during cross-examination 				

(continued)

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> K.3.8.B.1 <i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION

(continued)

◆ **Draw on the Law**

Present a variety of case scenarios to students and have them find the law or policy that applies to each scenario and evaluate its effectiveness in promoting personal and community safety.

Examples of Scenarios:

1. A 14-year-old student drove his mother’s vehicle to school.
2. After a graduation dance, an 18-year-old drove home after drinking four bottles of beer.
3. A 15-year-old came home, in a boat, to her cottage at 11:00 p.m. by herself.
4. A man hit his sister because she refused to babysit his children one night.
5. A house was broken into during the long weekend when the owners were away at the lake. Many items were stolen and some furniture was damaged.
6. A young father lost control and shook his baby daughter very hard when she kept crying as he was trying to sleep.
7. One evening, a group of teenagers bought some spray paint and painted designs on the school and on people’s fences.
8. A cafeteria employee refused to wear a hairnet.
9. A doctor in the operating room was not wearing a face mask or latex gloves.
10. An ice hockey player forgot her neck guard at home.

**TEACHER NOTES**

Have students develop case scenarios related to workplace, health, and safety concerns for a job that they are interested in or for work that their parents/guardians do.

**SUGGESTIONS FOR ASSESSMENT**

(continued)

◆ Performance Task: Draw on the Law

Teacher Assessment: Checklist

Have groups of students choose a case scenario and make a class presentation of their findings, using overhead transparencies or PowerPoint slides.

Suggested Criteria:

Students can

- identify the law or policy that was broken in the selected scenario
- state the law or policy that applies to the scenario
- assess the effectiveness of the law or policy as they see it in society

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION				
<p><i>Students will...</i></p>					
<p>☐ K.3.8.B.3 Identify common injuries/conditions (i.e., sprains, strains, fractures, bleeding, cramps, shock) and basic first-aid procedures (i.e., seek adult help, rest, apply ice, compression, elevation, avoid touching/handling body fluids).</p>					
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information.</p>					
	<p>◆ Better to Be Safe Than Sorry</p> <p>Indicate to students that it is difficult to tell how serious an injury is without taking an X-ray, and even then it may be difficult. It is important to treat any injury as carefully as possible to limit further injury or discomfort to the victim. Have students choose a partner and list basic first-aid procedures for common injuries/conditions (e.g., strain, sprain, fracture, dislocation, bleeding, cramps, shock), sharing their results with the class (using the REWARD, RICE, or RED model—see teacher notes). Use student results as a stimulus for class discussion on what to do and what not to do for particular injuries/conditions.</p> <p>◆ Common Conditions</p> <p>Give each pair of students a card with a location/place written on it (e.g., kitchen, playground, carpentry shop, stairway, hallway, park). Ask them to list possible injuries that could occur at the given location and indicate what they would do to help. Use a T-Chart to record the answers.</p> <table border="1" data-bbox="656 1052 1287 1241"> <thead> <tr> <th data-bbox="656 1052 989 1094">What Could Happen</th> <th data-bbox="989 1052 1287 1094">How to Help</th> </tr> </thead> <tbody> <tr> <td data-bbox="656 1094 989 1241"></td> <td data-bbox="989 1094 1287 1241"></td> </tr> </tbody> </table> <p>◆ On-the-Spot First Aid</p> <p>Write several types of injuries on index cards. Have students come up one at a time to pick a card. Ask a volunteer to be the rescuer who will treat the victim in the centre of a circle. Put several objects in the centre of the circle (e.g., six to eight triangular bandages, books, magazines, pillows, towels, a ruler, a pencil). Tell the rescuer that he or she may use any object in the classroom to treat injuries. Practise first in small groups, and then in a large group.</p> <p>◆ Be Prepared</p> <p>Discuss what items should be included in a first-aid kit. Ask each student to bring to class one item to put in the kit. Have students identify what each item would be used for. Assemble and organize a first-aid kit that could be taken on field trips, used for sporting events, or kept in the classroom in the event of an injury.</p>	What Could Happen	How to Help		
What Could Happen	How to Help				



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Shock is the inability of the body to circulate blood to the vital organs. Shock accompanies all types of accidents and injuries. Some early signs of shock are: pale skin colour, restlessness, thirst, cool and clammy skin, increased respiration, and lacklustre eyes (vacant stare). It is important to treat the injured person for shock so that the situation does not get worse.

REWARD: First Aid for Shock

- **Rest:** Get the person to relax. The person should lie down on his or her own. Do not move the victim unless you have to.
- **Encourage:** Encourage the victim to tell you what happened and how he or she feels.
- **Warmth:** Keep the victim warm with clothing, towels, or a blanket.
- **ABC:** Check the victim’s airway, breathing, and circulation.
- **Reassure:** Keep the victim calm and let the person know he or she will be okay.
- **Drive:** Call an ambulance, if possible, to take the victim to the hospital.

RICE: Treatment for Musculoskeletal Injuries

- **Rest:** Have the victim sit down and relax.
- **Immobilize:** Keep the person in the position you found him or her. Never move a broken bone.
- **Cold:** Put ice on the injury to reduce swelling.
- **Elevate:** Keep the injured part elevated, if possible, to reduce swelling.



◆ **Performance Task: Better to Be Safe Than Sorry; On-the-Spot First Aid**

Teacher Assessment: Rating Scale

Use the following rating scale to assess students’ ability to identify common injuries/conditions and basic first-aid procedures.

Rating Scale				
The student	4 Always	3 Frequently	2 Sometimes	1 Rarely
• is able to identify injuries/conditions				
• is able to treat the injuries/conditions properly				
• knows how to apply treatment to limit shock				
• performs the tasks with ease and confidence				
• other				

◆ **Paper and Pencil Task: Be Prepared**

Self-Assessment: Checklist

Have each student make a first-aid kit for use at home. Use a checklist to ensure that all necessary items are included. Have students indicate the basic first-aid procedure for which each item would be used.

TEACHER NOTES (continued)

RED: First Aid for Bleeding

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

Remind students of the importance of avoiding touching or handling body fluids to prevent transmission of infections or diseases (e.g., STIs, Hepatitis, HIV/AIDS).

Invite representatives from organizations involved in first-aid training, such as the Canadian Red Cross Society and St. John Ambulance, to talk to the class about basic first aid.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.3.8.B.4 Demonstrate the ability to access valid health information and health-promoting products and services available in the community (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism; youth advocates, helplines, school/community counselling programs, friendship centres, ombudsperson, the Internet...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. PE/HE: GLO 3—Safety (K.3.8.B.1, K.3.8.B.3)</p> </div>	<p>◆ Resource Hunt</p> <p>Have students work in pairs to find health-promoting products and services offered in their community. Ask them to write contact information on the front of an index card and write a brief description of the product or service on the back. Challenge students to find as many resources as possible. Encourage them to bring a pamphlet or a business card from the community health service/resource to keep in a filing cabinet that everyone can access.</p> <p>◆ Resource Interview</p> <p>Ask each student to interview one community service or resource person who promotes health and present findings to the class. This individual may be invited into the classroom. In preparation for the visit, generate a list of questions that students will ask. Include questions related to workplace, health, and safety concerns.</p>



TEACHER NOTES

Community Link:

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

Keep the resource information in a filing cabinet in alphabetical order. This file can include all the supporting resources that students collect throughout the year.

Students could check the Internet for additional resources.

Reinforce this learning outcome throughout the year when students are addressing health topics (e.g., learning outcomes K.3.8.B.1, K.3.8.B.3).



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Resource Hunt**

Teacher Assessment: Checklist

Have students fill out an index card for the selected services or prepare a file containing the required information.

Suggested Criteria:

Look for

- the name and contact information
- services offered
- support information (e.g., pamphlets, cards)

◆ **Performance Task: Resource Interview**

Peer Assessment: Scoring Rubric

Select three to five students at random to assess the presentation of each student. Have them consider the following rubric.

Scoring Rubric	
Score	The student
3	<ul style="list-style-type: none"> • knows the services provided by the community service agency or resource person • provides complete contact information and knows how to access the services • presents information in an organized and systematic manner
2	<ul style="list-style-type: none"> • knows the services provided by the community service agency or resource person • knows some contact information • presents information in a manner that reflects some organization
1	<ul style="list-style-type: none"> • omits some services provided by the community service agency or resource person • omits some relevant contact information • presents information in a simple and unorganized manner

PRESCRIBED LEARNING OUTCOMES

Students will...

S.3.4.A.1 ⇨ **S.3.8.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...).

Curricular Connections

ELA:

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

SUGGESTIONS FOR INSTRUCTION

◆ **Safety Guidelines**

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

Examples:

- change-room procedures/rules
- routines for division and use of the gym and school grounds
- 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 explain why the guidelines are necessary and demonstrate rules and routines for safe activity participation and equipment use throughout the year.



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 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 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).



Safety Outcomes: Grade 8



Knowledge

- K.3.8.A.1 Determine safety rules, routines, and procedures related to selected physical activities, including net/wall and target-type activities** (e.g., not entering a racquet sport court when play is in progress, retrieving shot-put/discus only on signal in a group situation...).
- K.3.8.A.2 Identify the risks of contraindicated exercises** (e.g., deep knee bends, straight leg sit-ups, full neck rotations...) **and safe exercise alternatives.**
- K.3.7.A.3** ⇨ **K.3.8.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** ⇨ **K.3.8.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.3.8.A.5a Investigate potential safety risks inherent in selected alternative pursuits** (e.g., climbing walls, in-line skating, downhill skiing, activities on ice...).
- K.3.8.A.5b Determine safe areas and opportunities for cycling and/or other similar activities in the community** (e.g., in-line skating, skateboarding, walking...).
- K.3.8.B.1 Evaluate the effectiveness of laws and policies that promote personal and community safety** (e.g., driving age, drinking/driving, boating, domestic violence, vandalism, shaken baby syndrome...).

Knowledge (continued)

- K.3.8.B.3 Identify common injuries/conditions** (i.e., sprains, strains, fractures, bleeding, cramps, shock) **and basic first-aid procedures** (i.e., seek adult help, rest, apply ice, compression, elevation, avoid touching/handling body fluids).
- K.3.8.B.4 Demonstrate the ability to access valid health information and health-promoting products and services available in the community** (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism; youth advocates, helplines, school/community counselling programs, friendship centres, ombudsperson, the Internet...).

Skills

- S.3.4.A.1** ⇨ **S.3.8.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.