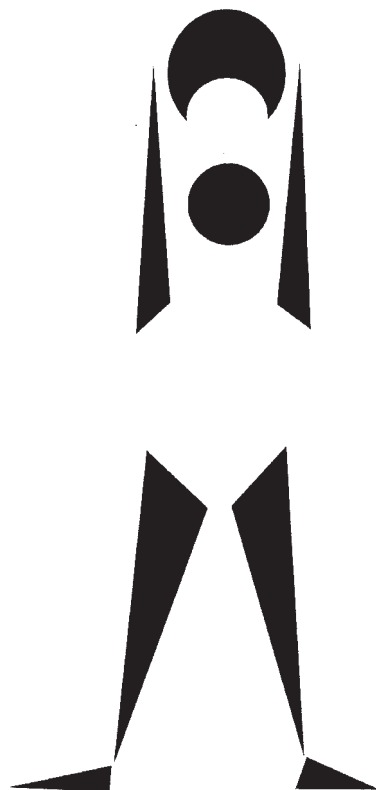


Senior 1

3. Safety

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



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="104 268 294 298"><i>Students will...</i></p> <p data-bbox="104 327 551 499"><input type="checkbox"/> K.3.S1.A.1 Review safety rules, routines, and procedures prior to participating in physical activity (e.g., allow space for full backswing and follow-through in golf...).</p>	<p data-bbox="609 327 1118 361">◆ Safety First: Reviewing the Rules</p> <p data-bbox="656 378 1410 583">Each student chooses an activity from a master list of physical activities and records five safety rules or procedures specific to that activity. (Ensure that all activities are selected, with a minimum of two students selecting the same activity.) Students form groups according to the activity they have chosen, share their lists, and combine them.</p> <p data-bbox="609 625 887 659">◆ Safety Summary</p> <p data-bbox="656 676 1426 848">Prior to each physical activity, have students review safety rules, routines, and procedures, using strategies such as a class discussion or People Search (using a rules questionnaire, students ask one another whether they know the answer to a question, and then correct responses as a large group).</p> <p data-bbox="656 873 757 978"></p> <p data-bbox="788 890 1426 957">Refer to People Search in RM G–2: Active Learning Strategies.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tips

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

Resources

Publications

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.
- Manitoba Physical Education Teachers Association (MPETA), *et al.* *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.

Resource Master


- RM G–2: Active Learning Strategies



◆ Performance Task: Safety Summary

Teacher/Peer/Self-Assessment: Checklist

To assess student knowledge of safety procedures, use a checklist, developed with students, for each selected physical activity.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.3.S1.A.2 Identify the common injuries (e.g., back injuries, knee injuries...) that may occur in personal fitness programming and how they can be prevented (e.g., using proper stretching techniques...).</p>	<p>◆ Injury Prediction and Prevention</p> <p>Students brainstorm to create a list of common injuries (e.g., blisters, concussions, sprains, strains). They then discuss preventive measures for these common injuries (e.g., using proper footwear, clothing, and protective gear; warming up and cooling down; exercising within the limits of personal fitness level; using equipment such as free weights correctly).</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections PE/HE: K.3.S2.A.2</p> </div>	<p>◆ Identifying Correct Techniques</p> <p>Arrange students in groups of three or four and have each group select four exercises from the exercise illustrations provided. (Ensure that all exercises are selected.)</p>
	<div style="display: flex; align-items: center; margin-bottom: 10px;">  <p>Refer to RM G-3: Exercise Do's and Don'ts.</p> </div> <p>The groups identify common injuries that could result from executing the incorrect exercise techniques. Students then demonstrate the correct technique to the class and explain how that technique should prevent an injury. The class assesses the group presentations using the following criteria:</p> <ul style="list-style-type: none"> • content • creativity • presentation <p>◆ Speaker Presentation</p> <p>Invite a guest speaker (e.g., athletic therapist, fitness trainer) to share with students information about common injuries and prevention strategies.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- blister
- concussion
- sprain
- strain

Resources

Publication

- Heyward, Vivian H. *Advanced Fitness Assessment and Exercise Prescription*. 4th ed. Champaign, IL: Human Kinetics, 2002.

Professionals

- athletic therapist
- fitness trainer
- sports medicine doctor

Resource Master

- RM G–3: Exercise Do’s and Don’ts



◆ **Journal/Reflection: Injury Prediction and Prevention**

Self-Assessment: Anecdotal Notes

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

◆ **Performance Task: Identifying Correct Techniques**

Teacher/Peer Assessment: Rating Scale

Use the following rating scale to assess group presentations.

Group Presentation Rating Scale			
Criteria	3	2	1
	Exceptional	Satisfactory	Needs Work
	The student/group		
Content	<ul style="list-style-type: none"> • reveals extensive knowledge of subject 	<ul style="list-style-type: none"> • reveals satisfactory knowledge of subject 	<ul style="list-style-type: none"> • includes information not directly related to subject
Creativity	<ul style="list-style-type: none"> • makes extensive use of pictures/ diagrams to enhance understanding of content 	<ul style="list-style-type: none"> • makes satisfactory use of pictures/ diagrams to enhance understanding of content 	<ul style="list-style-type: none"> • makes little attempt to use visual aids to enhance understanding of content
Presentation	<ul style="list-style-type: none"> • is exceptionally interesting and informative 	<ul style="list-style-type: none"> • generally keeps audience’s attention 	<ul style="list-style-type: none"> • does not hold audience’s attention

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION																								
<p><i>Students will...</i></p>																									
<p><input type="checkbox"/> K.3.S1.A.3 Explain the reasons (e.g., maintaining proper body temperature in rain, heat, cold, humidity...) for appropriate dress for selected indoor and outdoor activities (e.g., light and comfortable clothing for squash, layers and headwear for cross-country skiing...).</p>	<p>◆ Clothing for Different Conditions</p> <p>Divide the class into four groups of equal size, and have each group select one of the following topics:</p> <ul style="list-style-type: none"> • hyperthermia indoors • hyperthermia outdoors • hypothermia indoors • hypothermia outdoors <p>Each group brainstorms to identify how the combination of environmental conditions and the type of clothing worn would affect body temperature for a selected weather condition and activity.</p>																								
<table border="1"> <tr> <td> <p>Curricular Connections PE/HE: S.1.S1.C.1</p> </td> </tr> </table>	<p>Curricular Connections PE/HE: S.1.S1.C.1</p>																								
<p>Curricular Connections PE/HE: S.1.S1.C.1</p>																									
	<p>◆ Reasons for My Choice of Clothing</p> <p>Students pair up, each pair selecting the following from a master list:</p> <ul style="list-style-type: none"> • a weather condition (e.g., minus 10°C, plus 30°C, minus 40°C, pouring rain) • an outdoor activity (e.g., cross-country skiing, mountain biking, in-line skating, snowshoeing) <p>Using a chart such as the following, students identify appropriate articles of clothing (from head to toe) for their chosen weather condition and activity and explain the reasons for their choices. Students present their results to the class.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">I Need This</th> </tr> <tr> <th style="text-align: center;">Weather Condition</th> <th style="text-align: center;">Outdoor Activity</th> <th style="text-align: center;">Clothing Item(s) Worn</th> <th style="text-align: center;">Benefits of Clothing Item(s)</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <i>Example:</i> <ul style="list-style-type: none"> • -10°C, windy </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • cross-country skiing </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • hat </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • reduces body heat loss </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	I Need This				Weather Condition	Outdoor Activity	Clothing Item(s) Worn	Benefits of Clothing Item(s)	<i>Example:</i> <ul style="list-style-type: none"> • -10°C, windy 	<ul style="list-style-type: none"> • cross-country skiing 	<ul style="list-style-type: none"> • hat 	<ul style="list-style-type: none"> • reduces body heat loss 												
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TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- hyperthermia
- hypothermia
- layer principle

Resource

Organization

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

◆ **Journal/Reflection: All Activities**

Teacher Assessment: Anecdotal Notes

Students research the reasoning underlying the layer principle (i.e., the application of three layers) and list five activities and weather conditions for which the layer principle would apply.

◆ **Performance Task: Reasons for My Choice of Clothing**

Teacher/Peer Assessment: Inventory

Referring to the completed charts, check whether students have identified an item of clothing for each body area and note its appropriateness for the selected weather condition and activity.



PRESCRIBED LEARNING OUTCOMES

Students will...

K.3.S1.A.4 Identify safety and risk factors for selected activities (e.g., cross-country skiing...) **related to people** (e.g., right of way, adaptations for persons with a disability...), **facilities** (e.g., snow conditions...), **and equipment** (e.g., appropriate clothing...).

Curricular Connections

PE/HE:
K.3.S1.A.5a

SUGGESTIONS FOR INSTRUCTION

◆ **Being Aware of Safety and Risk Factors**

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

Think Safety				
Selected Activity	Equipment and Clothing	Facilities	Other Safety or Risk Factors	Examples of Adaptations for Students with a Disability
<i>Example:</i> • snowboarding at a resort	• helmet, gloves or mitts, board, boots, bindings, warm clothing	• snow conditions • slopes or runs of varied difficulty	• take lessons from a qualified instructor • know right-of-way code • take whistle	• for snowboarder with visual impairment (blindness): use a whistle, buddy system with head-set communication
• running a marathon on a hot day				
• cross-country skiing on a sunny, mild day				
• canoeing on a cold, rainy day				
• doing a half-day bike trip on a hot day				
• other:				

◆ **Making a Safety Checklist**

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

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



TEACHER NOTES

Glossary

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

Tips

- Prepare a sample checklist such as the following.

Checklist for Bicycle Road Trip

- The bicycle:
 - Does it have reflectors?
 - Do the brakes work?
 - Do I have a spare tire?
 - Does somebody in the group have a bicycle repair kit?
 - Does someone in the group have a tire pump?
- Personal:
 - Do I have sunscreen?
 - Do I have sunglasses?
 - Is my clothing appropriate for the weather conditions?
 - Do I have a helmet?
 - Do I have drinking water?
 - Do I have nutritious snacks?
- In case of accident:
 - Is someone in the group carrying a cell phone?
 - Does someone in the group have a first-aid kit?
 - Am I carrying personal identification?
- Orientation:
 - Do I understand the directions on the standard trail signposts?
 - Does someone in the group have a map?



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Being Aware of Safety and Risk Factors

Group/Self-Assessment: Inventory

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

TEACHER NOTES (continued)

Resources

Publications

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.
- Manitoba Physical Education Teachers Association (MPETA), et al. *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.

Professionals

- wilderness survival instructor
- emergency medical services personnel



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.8.A.5a ➔ K.3.S1.A.5a Investigate potential safety risks inherent in selected alternative pursuits (e.g., climbing walls, in-line skating, downhill skiing, activities on ice...).</p> <div data-bbox="115 573 554 745" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections PE/HE: K.3.S1.A.4 ELA: GLO 3—Manage ideas and information.</p></div>	<p>◆ Posting the Risks in Selected Alternative Pursuits</p> <p>Divide students into small groups and have each group select one of the following alternative pursuits:</p> <ul style="list-style-type: none">• wall climbing or rock climbing• in-line skating• downhill skiing• mountain biking• back-country hiking• canoeing• snowmobiling• hunting/trapping• other <p>Ensure that all examples are selected.</p> <p>Students brainstorm and/or research the potential safety risks inherent in their selected pursuit. Each group creates a poster that includes the following information:</p> <ul style="list-style-type: none">• safety rules and regulations• appropriate clothing• protective gear• other <p>Display the posters for class discussion and assessment.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

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

Resources

Publications

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.
- Manitoba Physical Education Teachers Association (MPETA), et al. *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.
- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 1*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002. (See Activities 1, 2, 3, and 6.)

Organizations

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



◆ **Performance Task: Posting the Risks in Selected Alternative Pursuits**

Teacher/Peer Assessment: Rating Scale

Assess student posters using the following rating scale.

Rating Scale for Posters			
Criteria	3 Extensive	2 Satisfactory	1 Limited
Content			
Information on			
• safety rules and regulations			
• appropriate clothing			
• protective gear			
Appearance			
• use of creativity			

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.3.S1.A.5b Relate the importance of making wise choices to prevent injury in selected land-based activities (e.g., cycling, jogging...) and/or water-based activities (e.g., aquatics, diving, canoeing...).</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication.</p> </div>	<p>◆ Staying Safe on Land and Water</p> <p>Arrange students in groups of three or four and have each group select one of the scenarios suggested below. Ensure that all scenarios are selected.</p> <p>Groups discuss and research their selected scenario to determine</p> <ul style="list-style-type: none"> • the unwise choice in the scenario • what injuries the unwise choice could cause • what legal rulings might apply to the scenario <p>Suggested Scenarios:</p> <ol style="list-style-type: none"> 1. A young person is jogging in a city park wearing headphones and listening to loud music. 2. After dark, a group of teenagers takes canoes onto a lake. 3. A family is out cycling. The two young children are wearing helmets, but the adults are not. 4. At a lake, there is a designated area to swim, but a group of teenagers decides to jump and dive off a cliff. <p>◆ Why to Be Wise!</p> <p>Working in pairs, students brainstorm to create a master list of land-based physical activities and a master list of water-based physical activities. One student in each pair selects five land-based physical activities and identifies a wise safety choice for each activity, while the partner identifies how or why that wise choice could prevent an injury. Partners then switch roles, this time using five water-based activities.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tip

- For a suggested list of land- and water-based activities, refer to Appendix A: Physical Activity Categories.

Resource

Publication

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.



◆ **Performance Task: Staying Safe on Land and Water**

Teacher/Peer Assessment: Checklist

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

Scenario Presentation Checklist		
The group identifies	Yes	No
• the unwise choice in the selected scenario		
• the injuries that the unwise choice could cause		
• the legal rulings that might apply to the scenario		

◆ **Journal/Reflection: All Activities**

Self-Assessment: Inventory

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

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.3.8.B.1 ⇨ K.3.S1.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> <div 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. SS: Power, Authority, and Decision Making</p> </div>	<p>◆ Effectiveness of Safety Laws</p> <p>Students brainstorm to create a master list of laws and policies within their community that promote personal and community safety.</p> <p>Arrange students in small groups and have each group select a law or policy from the master list. Each group researches the selected law or policy, focusing on the following questions:</p> <ul style="list-style-type: none"> • How is the law/policy defined? • How is the law/policy intended to promote personal and/or community safety? • How effective is the law/policy in promoting personal and/or community safety? <p>Groups present their research to the class.</p> <p>◆ How Laws Promote Safety</p> <p>Students individually clip out a newspaper and/or magazine advertisement (or an article or a public service announcement) that depicts a law or policy promoting personal and/or community safety. Working in pairs, students share with each other the advertisements they chose. They discuss what law or policy is being advertised and how it relates to the promotion of personal and/or community safety.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tip

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

Resources

Publications

- Canadian Red Cross Society. *RespectED: Violence and Abuse Prevention*. Winnipeg, MB: Canadian Red Cross Society, 2003.
- Manitoba Education and Youth. *Grades 5 to 8 Physical Education/Health Education: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Youth, 2002.
- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 1*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002. (See Activity 4.)

Organizations

- Canadian Red Cross Society
- Manitoba Public Insurance Corporation
- Royal Canadian Mounted Police



◆ **Performance Task: Effectiveness of Laws**

Teacher/Peer Assessment: Rating Scale


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

Assessment of Group Presentation on Effectiveness of Laws			
Criteria	3 Extensive	2 Satisfactory	1 Limited
The group			
<ul style="list-style-type: none"> • provides a definition of the law/policy 			
<ul style="list-style-type: none"> • explains how the law/policy is intended to promote personal and/or community safety 			
<ul style="list-style-type: none"> • shows evidence to support the effectiveness of the law/policy in promoting personal and/or community safety 			

◆ **Journal/Reflection: All Activities**

Teacher Assessment: Anecdotal Notes

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

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.3.S1.B.3 Demonstrate an understanding of basic first aid (e.g., emergency scene management: check airway, breathing, circulation...) and precautions for handling body fluids (e.g., wear latex gloves, face shield/mask; handle sharp objects with extra care...).</p> <div data-bbox="117 646 557 764" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections PE/HE: S.3.S1.A.2</p> </div>	<p>◆ Researching Basic First Aid</p> <p>After a general class discussion of what basic first aid is (refer to Glossary), divide students into three groups to research one of the following topics:</p> <ul style="list-style-type: none"> • principles of basic first aid for injuries, indicating PRICES (see Teacher Notes) • safety principles for administering first aid, including use, care, and disposal of latex gloves, and use of masks for mouth-to-mouth or mouth-to-nose ventilation • emergency-management principles, including scene survey and primary survey ABCs (see Teacher Notes) <p>Groups present their research to the class and submit five questions, which are to be used as a post-quiz.</p> <p>◆ Learning Basic First Aid</p> <p>Purchase first-aid posters (or have students make them) and display them around the classroom or gym. Give students some time to study the posters, and then cover them. Arrange students in pairs and have them review basic first aid, as follows:</p> <ul style="list-style-type: none"> • Student A stands with his or her back to one of the posters. • Student B removes the covering from the poster, stands in front of student A, and reads the questions on the poster. • Student A answers the questions. • Students reverse roles. <div data-bbox="659 1270 756 1377" style="text-align: center; margin-top: 20px;">  </div> <p style="margin-left: 100px;">Refer to What’s behind You? in RM G–2: Active Learning Strategies.</p>



TEACHER NOTES

Glossary

- first aid

Tip

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

PRICES:

P Protection:

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

R Restricted Activity:

Allow adequate time for repair and healing after an injury.

I Ice:

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

C Compression:

Compress injured site to prevent or minimize swelling.

E Elevation:

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

S Stability:

- Use tape and a brace to
- stabilize the injured area
- prevent further injury



SUGGESTIONS FOR ASSESSMENT

◆ Paper and Pencil Task: Researching Basic First Aid

Teacher Assessment: Inventory

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

TEACHER NOTES (continued)

PRINCE:

- P** Protection
- R** Rest
- I** Ice
- N** Non-steroidal anti-inflammatory medication
- C** Compression
- E** Elevation

ABCs:

Steps followed when administering first aid to an unresponsive person:

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

Resources

Publications

- Manitoba Physical Education Teachers Association (MPETA), *et al.* *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000. (See Appendix B, Athletic Activities: First Aid Kit Contents, page 170.)
- St. John Ambulance. *First Aid: First on the Scene—Instructor's Guide*. Ottawa, ON: St. John Ambulance, 2000.

Organizations

- Canadian Red Cross Society
- St. John Ambulance

Professional

- certified instructor in basic first aid

Resource Master

- RM G–2: Active Learning Strategies



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.8.B.4 ⇨ K.3.S1.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>	<p>◆ Resource Hunt</p> <p>Students brainstorm to create a master list of health information, products, and services available in the community. Each student selects one item from the master list, researches the chosen item, and prepares an information resource file that includes the following:</p> <ul style="list-style-type: none">• name of service (e.g., group, agency, organization) or product• postal, email, and website addresses, telephone number, and fax number• possible contact person(s)• explanation of services offered• any additional information (e.g., pamphlets) <p>Each student shares this information with the class before it is added to the master resource file, which may be kept in the school library or counselling office.</p>
<div data-bbox="115 850 554 1018" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections PE/HE: K.5.S1.D.3 ELA: GLO 3—Manage ideas and information.</p></div>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resources

Publication

- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 1*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002. (See Activities 1 and 5.)

Organizations

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

Professionals

- guidance counsellor
- physician
- public health nurse



◆ Performance Task: Resource Hunt

Peer/Teacher Assessment: Checklist

Check each student's resource file to determine whether it includes the following components.

Resource File Checklist

The resource file includes

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

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.3.S1.B.5a Analyze issues related to violence prevention in a variety of contexts (i.e., home, school, community, media, sport, relationships).</p>	<p>◆ The Meaning of the Slogan</p> <p>Have students discuss the meaning of the welcome banner slogan posted on gym walls throughout Manitoba by the Manitoba High Schools Athletic Association (MHSAA).</p> <div data-bbox="779 501 1287 940" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Welcome</p> <p style="text-align: center;">Attendance at this event entitles you to enjoy an exhibition of skills developed by student athletes in an educational setting.</p> <p style="text-align: center;">Please be respectful and encouraging in your approach to ALL athletes, officials, coaches, and fellow spectators.</p> <p style="text-align: center;">BE A FAN...NOT A FANATIC</p> <p style="text-align: center;">MHSAA</p> </div> <p>Welcome Banner: Used, by permission, from Manitoba High Schools Athletic Association (MHSAA). <i>2002/2003 Provincial Handbook</i>. Winnipeg, MB: MHSAA, 2002.</p> <p>Working in small groups, students create their own violence-prevention banner, relating to one of the following contexts:</p> <ul style="list-style-type: none"> • home (e.g., between siblings, parent and child) • school (e.g., classroom, hallway) • community (e.g., community centre, mall, gangs) • media (e.g., newspaper, television station) • sports (e.g., hockey, soccer, wrestling) • relationships (e.g., dating, marriage) <p>Post all banners for class viewing.</p> <p>◆ Issues of Abuse</p> <p>Divide students into small groups and have each group discuss a violence-related scenario of their choice. (See suggested scenarios in Teacher Notes.)</p> <p>Groups discuss their selected scenarios and identify</p> <ul style="list-style-type: none"> • their feelings about the situation in the scenario • the kind of abuse depicted in the scenario and which player is inflicting it • the effect of that abuse • how the situation could be resolved • how the situation could have been prevented <p>Groups present the results of their discussion to the class.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tips

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

Suggested Scenarios:

1. Sam is a popular high school student who has been dating Sophia for the past several weeks. Sophia is losing interest in Sam and wants to start dating other boys but does not tell Sam because she wants to avoid an argument. Sam continually asks Sophia about her whereabouts when he is not with her, and whom she is with. Sam yells and calls her derogatory names, which drives Sophia further and further away.
2. At a local community centre hockey rink, John competes in a biweekly hockey game in an organized league. His parents (or guardians) attend every game and constantly shout derogatory comments to the referees. John is embarrassed and quits the team.



◆ Observation: Issues of Abuse

Teacher Assessment: Inventory

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

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
☐ K.3.S1.B.5b Demonstrate an understanding of the skills (i.e., problem solving, anger management, communication, conflict resolution, assertiveness) in dealing with case scenarios related to physically, verbally, and emotionally abusive situations.	◆ Dealing with Abuse Divide the class into two equal groups, each representing one of the two scenarios suggested below. The two groups identify the type of abuse represented in their selected scenario and describe how they could help the victim and the abuser by using good communication and conflict-resolution techniques. The groups discuss the following questions:
Curricular Connections PE/HE: K.3.S1.B.6a K.4.S1.B.2a K.4.S1.B.3a K.4.S1.B.3c K.4.S1.B.4 S.4.S1.A.4	<ul style="list-style-type: none">• How can you support the abuser(s) without condoning his or her abusive behaviour?• How can you help the abuser(s) to recognize the abuse?• What can you do to support the victim emotionally?• What does the victim need to do to stop the abuse? Have groups share their discussions with the class. Suggested Scenarios:
	<ol style="list-style-type: none">1. Susan is a new girl at your high school. She appears to be shy and is somewhat overweight. A group of students in her class call her hurtful names whenever the teacher is not present, but Susan is afraid to say anything to the teacher or to her parents for fear that the abuse will get worse. One day, when she tries to speak to the group and ask them to stop, they continue to call her names, laugh at her, and even “shove” her around.2. George had been saving for a new motorcycle for several months. He called his girlfriend Gina last night to say he was buying his new motorcycle on Friday and could come by Friday night to pick her up on the new bike for a date. Gina told him she would love to, but her parents had grounded her all weekend. George immediately called her a nasty name and hung up the phone.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Review

- For examples of physically, verbally, and emotionally abusive situations, refer to Common Indicators of Abuse and Neglect (Overview-24) and to instructional and assessment suggestions for learning outcome K.3.S1.B.6a.
- Review the use of conflict-resolution methods, including problem-solving, communication, anger-management, and assertiveness skills (as suggested in GLO 4: Personal and Social Management).

Tips

- Treat this learning outcome and the case scenarios (depending on the issue) with sensitivity.
- Create a classroom atmosphere that allows for open, honest, and respectful dialogue.

Resources

Publications

- Babcock, Maggie, and Marion Boyd. *Choices for Positive Youth Relationships: Instructional Guide*. Mississauga, ON: Speers Society, 2002.
- Canadian Intramural Recreation Association (CIRA). *Student Leadership Development Program, Secondary: Teacher Guide*. 3rd ed. Ottawa, ON: CIRA, 1998. (See Module 10: Problem-Solving and Conflict Resolution.)



◆ Journal/Reflection: Dealing with Abuse

Teacher Assessment: Anecdotal Notes

Students identify the skills they would use and the steps they would take to deal effectively with the situation reflected in the following scenario.

Suggested Scenario:

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

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.3.S1.B.6a Differentiate among the terms associated with abusive situations (i.e., physical abuse, verbal abuse, emotional abuse, sexual abuse, harassment, sexual exploitation).</p>	<p>◆ The Many Forms of Abuse</p> <p>Students write their definitions of the following forms of abuse:</p> <ul style="list-style-type: none">• physical abuse• verbal abuse• emotional abuse• sexual abuse• financial abuse• harassment• sexual exploitation <p>Students give examples of each of the above situations. Post a list of the examples and encourage students to view the list and discuss the examples.</p> <p>◆ View and Review: <i>A Love That Kills</i></p> <p>To provide students with the opportunity to develop awareness of the various types of abuse and their warning signs, present a video that tells a story of abuse (e.g., <i>A Love That Kills</i>, National Film Board of Canada). Ask students to watch for and record what forms of abuse are depicted in the video. (When viewing videos in class, ensure compliance with applicable performance rights.)</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Potentially Sensitive Content

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

Tips

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

Resources

Audiovisual

- National Film Board of Canada. *A Love That Kills*. Dir. Annie O’Donoghue. Ottawa, ON: National Film Board of Canada, 1999.

Publication

- Babcock, Maggie, and Marion Boyd. *Choices for Positive Youth Relationships: Instructional Guide*. Mississauga, ON: Speers Society, 2002.

Organization

- Clinic Community Health Centre—Teen Talk

Blackline Master

- BLM S1–2: Warning Signs of Abusive Situations



Paper and Pencil Task: The Many Forms of Abuse

Peer Assessment: Inventory

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

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

Answer Key	2, 5, 9	6, 8	1	7, 11	3, 9	4	6, 8, 10
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Journal/Reflection: All Activities

Self-Assessment: Inventory

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



Refer to BLM S1–2: Warning Signs of Abusive Situations.

PRESCRIBED LEARNING OUTCOMES


Students will...

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

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

SUGGESTIONS FOR INSTRUCTION

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

 Community Resources	
Name of Organization	
Mailing Address/Location	
Telephone Number	
Website Address	
Hours of Operation	
Contact Person	
Kinds of Services Offered	
Means of Transportation Available to Get to the Organization from Your School	

◆ **Skills Check**
 Students form small groups to write a scenario related to a sexually abusive situation that

- uses at least one skill from each of the following categories:
 - problem solving
 - conflict resolution
 - communication
 - assertiveness
 - anger management
- includes a way to seek help

Groups present their scenario to the class, demonstrating the specified skills in reaching a solution.



TEACHER NOTES

Potentially Sensitive Content

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

Tip

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

Resources

Publications

- Canadian Intramural Recreation Association (CIRA). *Student Leadership Development Program, Secondary: Teacher Guide*. 3rd ed. Ottawa, ON: CIRA, 1998.
- Child Find Manitoba, Inc. *Kids in the Know Safety Curriculum*. Winnipeg, MB: Child Find Manitoba, Inc., 2004.
- ---. *Sharing Our Adolescent Resources*. Winnipeg, MB: Child Find Manitoba, Inc., 2004.
- Stewart, Jan. *The Anger Workout Book for Teens*. Torrance, CA: Jalmar Press, 2002.

Organizations

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



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Skills Check

Peer Assessment: Checklist

Groups assess each other’s scenarios to determine what skills were used in addressing problems associated with sexually abusive behaviour.

Skills Check

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

- Problem solving** (e.g., telling someone about a problem, thinking about options, deciding on action, taking action, evaluating the outcome)

- Conflict resolution** (e.g., stating what is wrong, deciding how to act, taking action)

- Communication** (e.g., talking to someone about the problem)

- Assertiveness** (e.g., using “I messages,” taking an assertive stance, saying “No”)

- Anger management** (e.g., using relaxation techniques, stating feelings)

- Seeking help** (e.g., asking a counsellor or trusted adult for help with the problem)

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.3.S1.A.1 Apply rules and procedures for safe and responsible participation and use of equipment in selected physical activities and environments (e.g., self-regulation, teamwork, promotion of fair play and inclusion...).</p>	<p>◆ Safe Play Instruction</p> <p>Arrange the class in groups of two or three and have each group select a low-organized game to teach the class. After the class plays the game, all students discuss the following questions:</p> <ul style="list-style-type: none">• Did the “teachers” review proper safety rules and procedures?• Did participants apply safety rules that ensured a safe and fair playing environment?• Were all students encouraged to be part of the game?• Was equipment safe?• Was the environment free of possible hazards? Give examples of potential hazards in the playing environment (e.g., ball bins too close to playing area). <p>◆ Safe Play without a Referee</p> <p>Students participate in a game (e.g., volleyball, ultimate, low-organized game) in class without a referee. Students observe peers from the opposing team, using a rating scale designed to assess fair play.</p>



TEACHER NOTES

Resources

Publications

- Hanna, Mike, and Glenda Hanna. *YouthSafe Outdoors Manitoba*. Edmonton, AB: Quest, 2004.
- Manitoba Physical Education Teachers Association (MPETA), et al. *Safety Guidelines for Physical Activity in Manitoba Schools*. Winnipeg, MB: MPETA, 2000.
- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 1*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002. (See Activities 2 and 6.)



SUGGESTIONS FOR ASSESSMENT

◆ **Performance Task: Safe Play without a Referee**

Self-Assessment: Rating Scale

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

Safe Play Rating Scale				
	Consistently		Rarely	
	4	3	2	1
The student				
• encourages all team players (e.g., says “nice shot”)				
• allows other team members access to the court, playing field				
• makes correct calls				
• wins or loses gracefully				

◆ **Performance Task: All Activities**

Teacher Assessment: Scoring Rubric

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

Safety and Responsibility Scoring Rubric					
The student follows and demonstrates an understanding of safety rules, fair play, and respect for others in given situations.	Rubric:				
	4 – Consistently				
	3 – Frequently				
	2 – Sometimes				
	1 – Rarely				
Student Name	4	3	2	1	Teacher Comments

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> S.3.S1.A.2 Demonstrate the skills required to administer basic first aid (e.g., emergency scene management, seeking help, treating minor injuries, applying precautions for handling body fluids...).</p> <div data-bbox="117 569 555 695" style="border: 1px solid black; padding: 5px;"><p>Curricular Connections PE/HE: K.3.S1.B.3</p></div>	<p>◆ Basic First-Aid Skills</p> <p>Arrange the class in groups of three or four students and have each group choose one of the following situations:</p> <ul style="list-style-type: none">• an injury in which one person is involved (e.g., a sprained ankle)• a car accident in which several people might be injured (emergency scene management) <p>Groups discuss their selected scenario, determine what skills are required to administer basic first aid, and create a list of assessment criteria to be used by the class. Groups role-play their scenario, demonstrating basic first-aid skills, while the rest of the class observes, using pre-established criteria. (See Suggestions for Assessment for an example of emergency scene management skills.)</p>



TEACHER NOTES

Review

- See instructional suggestions for learning outcome K.3.S1.B.3.

Tip

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

Resources

Publication

- St. John Ambulance. *First Aid: First on the Scene—Instructor’s Guide*. Ottawa, ON: St. John Ambulance, 2000.

Organization

- Canadian Red Cross Society

Professional

- certified basic first-aid instructor



SUGGESTIONS FOR ASSESSMENT

◆ Performance Task: Basic First-Aid Skills

Peer/Teacher Assessment: Checklist

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

Emergency Scene Management Checklist		
Steps	Yes	No
1. Perform a scene survey.		
2. Determine the number of casualties, what happened, and the mechanism/cause of injury.		
3. Send a bystander to get medical help.		
4. Provide support for the injured person’s head and neck in the position found.		
5. Assess responsiveness.		
6. Check airway.		
7. Check breathing.		
8. Check circulation.		
a. Check skin condition and temperature.		
b. Check for hidden, severe external bleeding and signs of internal bleeding with a rapid body survey.		



Safety Outcomes: Senior 1



Knowledge

- K.3.S1.A.1 Review safety rules, routines, and procedures prior to participating in physical activity** (e.g., allow space for full backswing and follow-through in golf...).
- K.3.S1.A.2 Identify the common injuries** (e.g., back injuries, knee injuries...) **that may occur in personal fitness programming and how they can be prevented** (e.g., using proper stretching techniques...).
- K.3.S1.A.3 Explain the reasons** (e.g., maintaining proper body temperature in rain, heat, cold, humidity...) **for appropriate dress for selected indoor and outdoor activities** (e.g., light and comfortable clothing for squash, layers and headwear for cross-country skiing...).
- K.3.S1.A.4 Identify safety and risk factors for selected activities** (e.g., cross-country skiing...) **related to people** (e.g., right of way, adaptations for persons with a disability...), **facilities** (e.g., snow conditions...), **and equipment** (e.g., appropriate clothing...).
- K.3.8.A.5a** \Rightarrow **K.3.S1.A.5a Investigate potential safety risks inherent in selected alternative pursuits** (e.g., climbing walls, in-line skating, downhill skiing, activities on ice...).
- K.3.S1.A.5b Relate the importance of making wise choices to prevent injury in selected land-based activities** (e.g., cycling, jogging...) **and/or water-based activities** (e.g., aquatics, diving, canoeing...).
- K.3.8.B.1** \Rightarrow **K.3.S1.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...).
- K.3.S1.B.3 Demonstrate an understanding of basic first aid** (e.g., emergency scene management: check airway, breathing, circulation...) **and precautions for handling body fluids** (e.g., wear latex gloves, face shield/mask; handle sharp objects with extra care...).

Knowledge (continued)

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

Skills

- S.3.S1.A.1 Apply rules and procedures for safe and responsible participation and use of equipment in selected physical activities and environments** (e.g., self-regulation, teamwork, promotion of fair play and inclusion...).
- S.3.S1.A.2 Demonstrate the skills required to administer basic first aid** (e.g., emergency scene management, seeking help, treating minor injuries, applying precautions for handling body fluids...).

Attitude Indicators

- 3.1 Show respect for safety of self and others.
- 3.2 Show responsibility in following rules and regulations in dealing with safety of self and others.