

Lesson 2: Safety and Risk-Management Planning

Introduction

In this lesson students gain a deeper understanding of the risk factors involved in physical activity participation and the various levels of risks that could result in injury. They learn that by identifying potential risks and safety concerns in advance, they may be able to minimize or eliminate the occurrence of injury, making the activities safer and more enjoyable and beneficial.



Specific Learning Outcomes

- 12.PA.1** Demonstrate appropriate critical thinking, planning, and decision-making skills in the development and implementation of a personal physical activity plan that is safe and ethical and contributes to personal health and fitness goals.
- 12.PA.2** Demonstrate understanding of the risk-management process and responsibilities related to physical activity participation.
- 12.PA.3** Demonstrate the ability to access and use information for making informed decisions about safety and risk management related to physical activity participation.

Includes: level of instruction, level of supervision, facilities/environment, equipment, clothing/footwear, and personal and other considerations



Suggestion for Instruction / Assessment

Health-Related Fitness Components

In preparation for a review of the health-related fitness components to be addressed in the physical activity practicum, write the following terms where the class can see them:

- cardiorespiratory endurance
- muscular strength
- muscular endurance
- flexibility

As an activating knowledge strategy, discuss with the class the characteristics of each health-related fitness component (see Module B, Lesson 6, of *Grade 11 Active Healthy Lifestyles*).

Referring to RM 3–PA, have students assign the key health-related fitness components to the activities they identified in their Personal Physical Activity Inventory (from RM 1–PA and RM 2–PA). Note that most physical activities contribute to more than one health-related fitness component; therefore, ask students to identify the primary contribution.

Have students determine whether specific health-related fitness components are not being adequately addressed by their physical activity choices. If this is the case, students will devise a plan/strategy to address the deficiencies.



Refer to RM 3–PA: Physical Activity Inventory (available in Word and Excel formats).

The Excel version of the Physical Activity Inventory is available on the CD-ROM version of this document, as well as online at www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html.

REFERENCES



For more information on the health-related fitness components, including definitions, refer to the following resources:

Manitoba Education, Citizenship and Youth. *Grade 11 Active Healthy Lifestyles: Manitoba Physical Education/Health Education Curriculum Framework of Outcomes and A Foundation for Implementation*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2008. Module A, Lesson 2, and Module B, Lesson 6.

---. *Guidelines for Fitness Assessment in Manitoba Schools: A Resource for Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004. 9.

These resources are available online at

www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html.



Background Information

Risk Factors Related to Physical Activity

Physical activity participation is important for maintaining general health and fitness. The level of participation will be determined by the individual's personal goals. For example, an elite athlete would require a greater level of activity intensity than someone who exercises to achieve personal health goals.

It is important to remember that all physical activities have elements of risk and that the level of safety concerns varies from one activity to the next. Engaging in any physical activity safely requires an understanding of the inherent risks and taking the necessary steps to minimize or eliminate their potential impact. Part of the risk-management process also involves understanding the emergency actions and procedures to be undertaken should an injury or a dangerous situation arise.

The risk factors that may be involved during participation in physical activities include

- level of instruction
- level of supervision
- facilities/environment
- equipment
- clothing/footwear
- personal and other considerations (e.g., special health care needs, skill level, experience, accessibility)

Addressing questions such as the following will help minimize the risks associated with physical activity participation and raise awareness of safety considerations and responsibilities.

| Safety and Risk-Management Considerations | |
|--|--|
| <p>Level of Instruction</p> <ul style="list-style-type: none"> ▪ How much instruction will be required? ▪ Do the instructors have the necessary qualifications? ▪ Will a skills assessment be done to determine the participant's level of ability? <p>Level of Supervision</p> <ul style="list-style-type: none"> ▪ What level of supervision will be required? ▪ Are emergency procedures in place? ▪ What equipment or supplies (e.g., phone, first aid kit) will be required? ▪ Do the supervisors have adequate training to respond to an emergency? <p>Facilities/Environment</p> <ul style="list-style-type: none"> ▪ Have the potential hazards been identified? ▪ Has the area been inspected? ▪ Does the facility have user rules? ▪ Are any modifications or restrictions required? ▪ Will precautions be needed based upon the environment? | <p>Equipment</p> <ul style="list-style-type: none"> ▪ Has the equipment been inspected and properly maintained? ▪ Have modifications been made to the equipment? ▪ What protective equipment should be worn? ▪ Does the equipment use require special instruction or adjustment? <p>Clothing/Footwear</p> <ul style="list-style-type: none"> ▪ Does the activity require special clothing or footwear? ▪ Will additional clothing be required to address environmental conditions? <p>Personal and Other Considerations*</p> <ul style="list-style-type: none"> ▪ Is the activity appropriate for the physical condition of the participant? ▪ Will instruction be required? ▪ Does the participant have adequate insurance coverage? ▪ Will there be a need for special rules and responsibilities? ▪ Who is the emergency contact person? ▪ Is transportation required? |
| <p>* Special health care needs, skill level, experience, accessibility, and so on.</p> | |

The *OUT-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education* (Manitoba Education, Citizenship and Youth) provides general safety guidelines and Physical Activity Safety Checklists to assist in planning for student participation in a variety of physical activities and managing risk factors for each activity. Each activity has been assigned a risk factor rating (RFR) on a scale of 1 to 4, with an RFR of 4 representing the highest risk.

REFERENCE



For more information on safety and managing risk factors, refer to the following resource:

Manitoba Education, Citizenship and Youth. *OUT-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2008. Available online at www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html.



Suggestion for Instruction / Assessment

Physical Activity Risk Management

Using RM 3–PA, students can begin to identify the level of risk for the physical activities in which they are currently involved and those they will be including in their personal physical activity plan.



Refer to RM 3–PA: Physical Activity Inventory (available in Word and Excel formats).

The Excel version of the Physical Activity Inventory is available on the CD-ROM version of this document, as well as online at www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html.

NOTE TO TEACHER

The following considerations need to be kept in mind in selecting physical activities for the physical activity practicum:

- **Activities:** It is important for students to identify **all** the physical activities in which they may take part, even if participation is a remote possibility. By identifying all potential activities, students can be taken through the process of managing risks for activities that have a similar RFR, with teacher assistance.
- **Risk:** Students should consider the number of physical activities they have selected from each RFR category. If all the activities that students select have an RFR of 3 or 4, they may be in a situation of having too much risk to manage.
- **Intensity:** To meet the course requirements, students need to choose activities of moderate to vigorous intensity that will contribute to their development of cardiorespiratory endurance (heart, lungs, circulatory system) plus one or more of the other health-related fitness components (muscular strength, muscular endurance, and flexibility).

Creating a Risk-Management Plan

As a class, review the contents of selected Physical Activity Safety Checklists.

Ask students to complete RM 4–PA: Risk-Management Plan for a physical activity with a high RFR. Encourage students to create the plan based on their own situations and circumstances, using activities they have chosen for their personal physical activity plan. (The later addition of a physical activity that does not appear on the plan will require approval, as determined by the teacher, school administration, and school division policy.)



Refer to RM 4–PA: Risk-Management Plan.

Once students have completed the Risk-Management Plan, they compare it to the appropriate Physical Activity Safety Checklist (available from the teacher) to check for accuracy and inclusion of any additional safety considerations.

NOTE TO TEACHER

Physical Activity Safety Checklists

Teachers must provide students either with copies of the individual Physical Activity Safety Checklists or with access to *OUT-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education* (Manitoba Education, Citizenship and Youth) in which the checklists appear. Physical Activity Safety Checklists must be included with the student's physical activity plan that goes home for parental approval.

Addition of Physical Activities

The process of adding new activities to a physical activity plan once a plan has been signed by the teacher and parent will be unique to each school/division. The process of including activities not identified in RM 3–PA: Physical Activity Inventory or on the school/division-approved activities list will also be unique to each school/division. Teachers are encouraged to be familiar with these processes and outline them for students and parents as necessary.

Risk-Management Plan

Teachers may require students to complete more than one plan.

REFERENCES



For additional information, refer to the following resources:

Manitoba Education, Citizenship and Youth. *Grade 11 Active Healthy Lifestyles: Manitoba Physical Education/Health Education Curriculum Framework of Outcomes and A Foundation for Implementation*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2008.

---. *Guidelines for Fitness Assessment in Manitoba Schools: A Resource for Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004.

---. *Implementation of Grades 11 and 12 Physical Education/Health Education: A Policy Document*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2007.

---. *OUT-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2008.

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