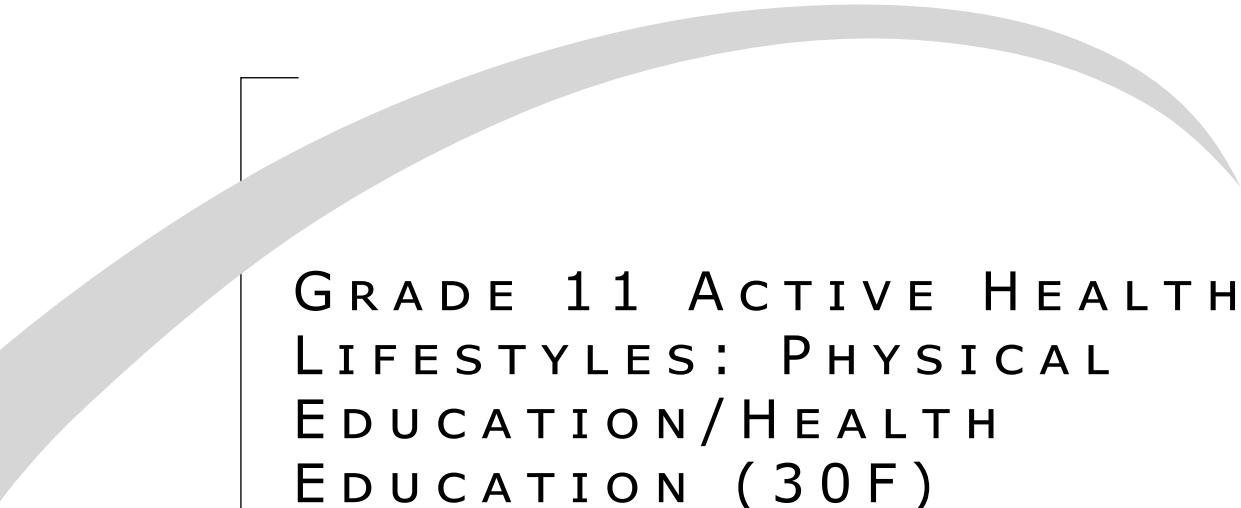




Grade 11
Active Healthy Lifestyles:
**Physical Education/
Health Education (30F)**

A Course for Independent Study



GRADE 11 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (30F)

A Course for Independent Study

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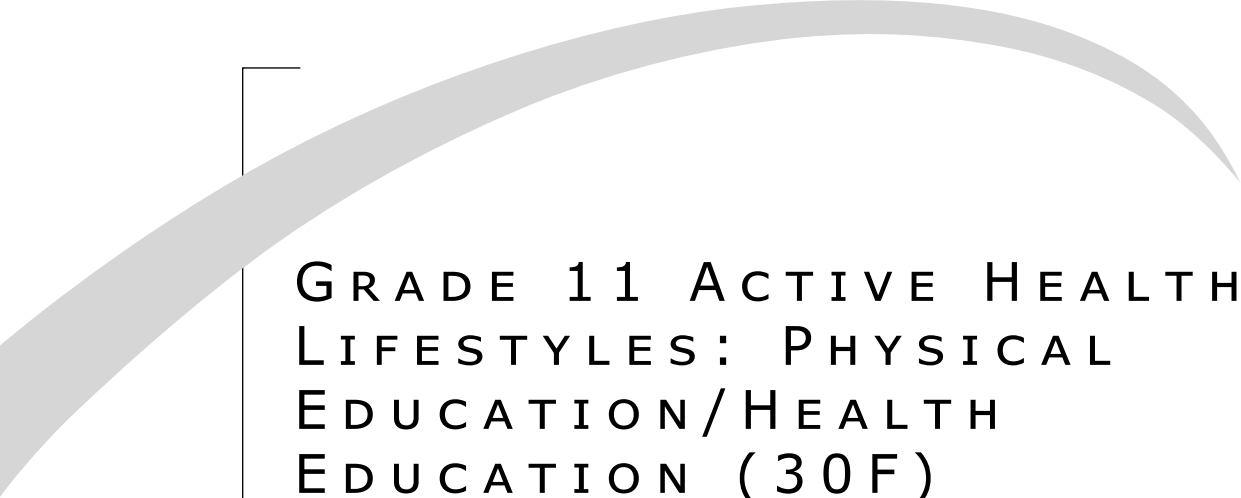
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GRADE 11 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (30F)

Introduction

INTRODUCTION

Overview

Welcome to Grade 11 Active Healthy Lifestyles: Physical Education/Health Education: A Course for Independent Study. In this course, you will learn how to take charge of your physical fitness and health, not only for the duration of this course, but also for the rest of your life. This course will help you to develop the knowledge, skills, and attitudes for leading a physically active and healthy lifestyle.

As a student enrolled in an independent study course, you have taken on a dual role – that of a student and a teacher. As a student, you are responsible for mastering the lessons and completing the learning activities/process work and assignments. As a teacher, you are responsible for checking your work carefully, noting areas in which you need to improve, and motivating yourself to succeed.

What Will You Learn in This Course?

This course is designed to help you live a healthier life by teaching you how to deal with the following behaviours that contribute to today's major health issues:

- inadequate physical activity
- abuse of substances, including alcohol and tobacco
- behaviours that result in injuries

The purpose of this Introduction is to help you become familiar with the course and how you are going to complete it. Read the Introduction carefully before starting Module 1.

Who Is Able to Complete This Course?

Any student should be able to complete this course, regardless of physical condition, physical disability or limitation, or access to equipment or resources. If you have any questions about these things, contact the Distance Learning Unit toll-free at 1-800-465-9915.

Course Expectations

To complete this course, you will need to do the following:

- Read this Introduction very carefully so that you know what is expected of you and where you can find any information you require.
- Study each lesson in each of the five modules.
- Complete all learning activities and compare your responses to those provided in the answer keys.
- Complete the assignments in each module, and submit them to the Distance Learning Unit for assessment after finishing the module(s).
- Be physically active. Part of your assignments will involve planning and logging your physical activities.
- Write your final examination when you have completed Module 5.

How Is This Course Organized?

The Grade 11 Active Healthy Lifestyles course consists of the following five modules and one appendix:

- Module 1: Physical Activity Practicum
- Module 2: Fitness Management
- Module 3: Mental-Emotional Health
- Module 4: Social Impact of Sport
- Module 5: Substance Use and Abuse Prevention
- Appendix: Physical Activity Inventory

Lessons

Each module in this course consists of several lessons, which contain the following components:

- **Introduction:** Each lesson begins by telling you what you will be learning.
- **Lesson:** The main body of the lesson is made up of the content that you need to learn.

- **Learning Activities:** Many lessons include one or more learning activities that will help you learn about the lesson topics and prepare you for the assignments and the final examination. Some learning activities have answer keys, which are found at the end of the applicable modules. Many questions, however, ask for opinions or reflections for which responses will vary. They do not have answer keys. Do not submit your learning activities to the Distance Learning Unit.
- **Assignments:** Some lessons also contain one or more assignments. You will mail or electronically submit all your completed assignments to the Distance Learning Unit for assessment.
- **Summary:** Each lesson ends with a brief review of what you just learned.
- **Module Review Questions:** These questions are found at the end of Modules 2 to 5. Do not send your answers to the Distance Learning Unit.

What Resources Will You Need for This Course?

For this course, you will need to obtain and have access to a variety of resources, including those identified below.

Resources Available on the Internet



Having a computer with Internet access is not a requirement to complete this course. It would be helpful to have Internet access, however, since many websites contain information related to the course assignments. Keep in mind that Internet sites come and go. This course might refer to some sites that no longer exist. If that is the case, you may be able to use a search engine (such as www.google.ca) to find the information you are looking for.

To complete this course, you will need access to the following files, which are available online.

- ***Out-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education*** (Manitoba Education, Citizenship and Youth) needs to be consulted for your Physical Activity Plan. It is available at https://www.edu.gov.mb.ca/k12/cur/physhlth/out_of_class/index.html. If you are unable to view this document on the Internet, phone the Distance Learning Unit at 1-800-465-9915, and a copy will be mailed to you.
- **Physical Activity Plan.** To complete this course, you will need to complete one Physical Activity Plan, either on paper or online. If you choose to complete your Plan on paper, you will find it in the course itself. If you choose to complete your Plan online, you will find it in the learning management system (LMS).

- **Physical Activity Logs.** To complete this course, you will need to complete several Physical Activity Logs, either on paper or online. If you choose to complete the Logs on paper, you will find the Logs in the course itself. If you choose to complete the Logs online, you need to choose one of the following:
 - The **Physical Activity Log: Generic Calendar** can be found at www.edu.gov.mb.ca/k12/cur/physhlth/generic_log_calendar.xls. This Log is used by many teachers and schools in Manitoba. If you attend school, you may prefer this version because the teachers in your school may be familiar with it.
 - The **Physical Activity Log: Independent Study** can be found in the learning management system (LMS). This Log was developed specifically for students studying Active Healthy Lifestyles (either Grade 11 or Grade 12) through ISO.

A Note about Facilities



If you wish, you can perform many of your physical activities for this course while playing sports or taking part in organized activities in facilities such as school gymnasiums or playing fields, swimming pools, fitness centres, and so on. Please note that Manitoba Education will not cover costs for obtaining memberships at fitness centres, for joining sports teams, for purchasing sports equipment, and so on.

Who Can Help You with This Course?

Taking an independent study course is different from taking a course in a classroom. Instead of relying on the teacher to tell you to complete a learning activity or an assignment, you must tell yourself to be responsible for your learning and for meeting deadlines. There are, however, two people who can help you be successful in this course: your tutor/marker and your learning partner.

Your Tutor/Marker



Tutor/markers are experienced educators who tutor independent students and mark assignments and examinations. When you are having difficulty with something in this course, be sure to contact your tutor/marker, who is there to help you. Your tutor/marker's name and contact information were sent to you with this course. Your tutor/marker information is also available in the learning management system (LMS).

Your Learning Partner



A learning partner is someone **you choose** who will help you learn. It may be someone who knows something about physical education and health education, but it doesn't have to be. A learning partner could be someone else who is taking this course, a teacher, a parent or guardian, a sibling, a friend, or anybody else who can help you. Most importantly, a learning partner should be someone with whom you feel comfortable, and who will support you as you work through this course.

Your learning partner can help you keep on schedule with your course work, read the course with you, check your work, look at and respond to your learning activities, or help you make sense of assignments. You may even study for your examinations with your learning partner. If you and your learning partner are taking the same course, however, your assignment work should not be identical.

How Will You Know How Well You Are Learning?

Please note that you will **not** receive a final mark for this course. Instead, at the end of this course, you will receive **either a Complete or an Incomplete** designation.

To earn a credit for this course, you will need to earn a Complete designation. These are the things that you will need to do to obtain a **Complete** designation:

1. Plan and complete at least **80 hours of physical activity**, including at least 55 hours in the moderate to vigorous intensity range.
2. Record your 80 hours of physical activity in your **Physical Activity Logs**. You will learn more about this in Lesson 1 of Module 1.
3. Complete **all the assignments** so that they meet the established criteria. The criteria are listed in each assignment.
4. Earn at least **40 percent on your final examination**.

Learning Activities



The learning activities in this course will help you to review and practise what you have learned in the lessons. You will not submit the completed learning activities to the Distance Learning Unit. Instead, you will complete the learning activities and compare your responses to those provided in the Learning Activity Answer Key found at the end of each module. Some learning activities have answer keys. Many questions, however, ask for opinions or reflections for which responses will vary. They do not have answer keys.

Make sure you complete the learning activities. Doing so will not only help you to practise what you have learned, but will also prepare you to complete your assignments and the examination successfully. Many of the questions on the examination will be similar to the questions in the learning activities. Remember that you **will not submit learning activities to the Distance Learning Unit.**

Assignments



The assignments are found in the Assignment(s) section at the end of each module. You will submit all your completed assignments to the Distance Learning Unit. The tutor/marker will mark your assignments and return them to you. Remember to keep all marked assignments until you have finished the course so that you can use them to study for your examinations.

To pass this course, you must complete each assignment, meeting the criteria established for the assignment. When you have completed an assignment, compare your work to the criteria for that assignment. If your assignments do not meet the criteria, your tutor/marker will have to return them to you so that you can redo them and resubmit them.

Some assignments are paper-and-pen tasks, which you will complete directly on the sheets provided. Because this course involves physical activities, some assignments need special preparation and additional resources or research. Detailed information is provided in the assignments themselves.

Physical Activity Practicum

The Physical Activity Practicum is the main focus of this course. It gives you the opportunity to take part in at least 80 hours of physical activities of your choice and to keep a record of them. The Physical Activity Practicum consists of two parts: a Physical Activity Plan (in which you plan your activities) and Physical Activity Logs (in which you keep track of your activities).

■ **Physical Activity Plan**

This is the written schedule of all the physical activities you will take part in during the course. The assignments in Module 1 will help you to create your Physical Activity Plan (your Plan). Before you begin your physical activities, you will submit your Plan to the Distance Learning Unit. The tutor/marker will review it for safety considerations. If your tutor/marker has concerns about any of the activities, he or she will contact you and/or your parent/guardian to discuss them. The Plan may be revised in further assignments. You will then take part in physical activities and record them in your Physical Activity Logs, accumulating at least 80 hours of physical activity participation time. This averages to at least one hour per day, five days per week.

■ **Physical Activity Logs**

Every time you participate in one of your planned physical activities, you will record the time spent doing the activities in a Physical Activity Log (your Log). There is a Physical Activity Log in Modules 2, 3, and 5. To meet your required minimum of 80 hours of physical activity participation, each Log should average about 27 hours of activity time. You will use the information from your Logs to set personal goals related to the type, frequency, intensity, and duration (time) of your physical activity. By keeping track of the data, you will be able to observe your own progress and achievement.

Final Examination



At the end of this course, you will write the final examination under supervision. The examination contains material from all five modules of this course, including the learning activities and assignments. You must earn a mark of at least **40 percent** on your final examination in order to complete the course.

To do well on the final examination, you should review all the work you have completed from the modules, including all learning activities, review questions, and assignments.

Requesting Your Examination

You are responsible for making arrangements to have the examination sent to your proctor from the Distance Learning Unit. Please make arrangements before you finish Module 5 to write the final examination.

To write your examination, you need to make the following arrangements:

- **If you are attending school**, your examination will be sent to your school as soon as all the applicable assignments have been submitted. You should make arrangements with your school's Independent Study Option (ISO) school facilitator to determine a date, time, and location to write the examination.
- **If you are not attending school**, check the **Examination Request Form** for options available to you. Examination Request Forms can be found on the Distance Learning Unit's website, or look for information in the learning management system (LMS). **Two weeks before** you are ready to write the examination, fill in the Examination Request Form and mail, fax, or email it to

Distance Learning Unit
500-555 Main Street
P.O. Box 2020
Winkler, MB R6W 4B8
Fax: 204-325-1719
Toll-Free Telephone: 1-800-465-9915
Email: distance.learning@gov.mb.ca

How Much Time Will You Need to Complete This Course?

It will take you **at least four months** to complete this course. Given that the course has five modules, you would need to complete more than one module every month.

You will spend a minimum of 110 hours on this course. Of this time, you will spend at least 80 hours being physically active, 55 hours in the moderate to vigorous range, which ends up being about one hour per day, five days per week. Please note that you should strive to meet the guidelines identified in *Canadian Physical Activity Guidelines* (Canadian Society for Exercise Physiology), which would mean accumulating at least 60 minutes of moderate to vigorous physical activity each day.

It is impossible to take this course in less than four months because you have to plan and log your physical activities, in addition to completing other course work. There are a total of three Physical Activity Logs (in Modules 2, 3, and 5), in each of which you will record about 27 hours of physical activity. Besides completing the Logs, you need to study and complete your assignments, some of which involve research.

You probably won't want to spend much longer than four months on this course. Often, when students take much longer than that, they get tired of the course and struggle to keep motivated. It is best to stay focused on the course and not let it drag on.

Take a look at the following three sample charts and decide which one best describes the time of year when you want to begin and complete this course.

Sample Chart A: Semester 1

If you want to start the course in September and complete it in January, you can follow the timeline suggested below.

Module	Date of Assignment Submission
Module 1	Middle of September Assignments 1.1 and 1.2
Module 2	Middle of October Assignments 2.1 to 2.3
Module 3 and Module 4	Middle of December Assignments 3.1 to 3.3 Assignment 4.1
Module 5	Middle of January Assignments 5.1 to 5.3
Final Examination	End of January

Sample Chart B: Semester 2

If you want to start the course in February and complete it in May, you can follow the timeline suggested below.

Module	Date of Assignment Submission
Module 1	Middle of January Assignments 1.1 and 1.2
Module 2	Middle of February Assignments 2.1 to 2.3
Module 3 and Module 4	End of April Assignments 3.1 to 3.3 Assignment 4.1
Module 5	Beginning of May Assignments 5.1 to 5.3
Final Examination	Middle of May

Sample Chart C: Full School Year (Not Semestered)

If you want to start the course in September and complete it in May, you can follow the timeline suggested below.

Module	Date of Assignment Submission
Module 1	End of September Assignments 1.1 and 1.2
Module 2	Beginning of November Assignments 2.1 to 2.3
Module 3 and Module 4	Middle of March Assignments 3.1 to 3.3 Assignment 4.1
Module 5	Middle of April Assignments 5.1 to 5.3
Final Examination	Middle of May

Timelines

Do not wait until the last minute to complete your work, since your tutor/marker may not be available to mark it immediately. It may take a few weeks for your tutor/marker to assess your work and return it to you.



If you need this course to graduate this school year, all coursework must be received by the Distance Learning Unit on or before the first Friday in May, and all examinations must be received by the Distance Learning Unit on or before the last Friday in May. Any coursework or examinations received after these deadlines may not be processed in time for a June graduation. Assignments or examinations submitted after these recommended deadlines will be processed and marked as they are received.

When and How Will You Submit Completed Assignments?

When to Submit Assignments

While working on this course, you will submit completed assignments to the Distance Learning Unit four times. The following chart shows you exactly what assignments you will be submitting at the end of each module.

Submission of Assignments*		
Mailing	Modules	Assignments You Will Mail or Email
Mailing 1	Module 1	<ul style="list-style-type: none">■ Module 1 Cover Sheet■ Assignment 1.1: Planning for Risk Management■ Assignment 1.2: Finalizing Your Physical Activity Plan
Mailing 2	Module 2	<ul style="list-style-type: none">■ Module 2 Cover Sheet■ Assignment 2.1: Module 2 Physical Activity Log■ Assignment 2.2: Benefits of Your Physical Activity Choices■ Assignment 2.3: Developing Split Routines for Resistance Training
Mailing 3	Modules 3 and 4	<ul style="list-style-type: none">■ Modules 3 and 4 Cover Sheet■ Assignment 3.1: Module 3 Physical Activity Log■ Assignment 3.2: Body Image (Scenario)■ Assignment 3.3: Seeking Professional Help■ Assignment 4.1: The Impact of Sporting Behaviour
Mailing 4	Module 5	<ul style="list-style-type: none">■ Module 5 Cover Sheet■ Assignment 5.1: Module 5 Physical Activity Log■ Assignment 5.2: Researching Cannabis■ Assignment 5.3: Consequences of Prescription Medication Combinations

* Note: Before you submit your completed assignments, make sure that you and your parent/guardian have signed all the applicable forms included in these assignments.

How to Submit Assignments



In this course, you have the choice of submitting your assignments either by mail or electronically.

- **Mail:** Each time you **mail** something, you must include the print version of the applicable Cover Sheet (found at the end of this Introduction). Complete the information at the top of each Cover Sheet before submitting it along with your assignments.
- **Electronic submission:** You do not need to include a cover sheet when submitting assignments electronically.

Submitting Your Assignments by Mail

If you choose to mail your completed assignments, please photocopy all the materials first so that you will have a copy of your work in case your package goes missing. You will need to place the applicable module Cover Sheet and assignment(s) in an envelope, and address it to

Distance Learning Unit
500-555 Main Street
P.O. Box 2020
Winkler MB R6W 4B8

Your tutor/marker will mark your work and return it to you by mail.

Submitting Your Assignments Electronically

Assignment submission options vary by course. Sometimes assignments can be submitted electronically and sometimes they must be submitted by mail. Specific instructions on how to submit assignments were sent to you with this course. In addition, this information is available in the learning management system (LMS).

If you are submitting assignments electronically, make sure you have saved copies of them before you send them. That way, you can refer to your assignments when you discuss them with your tutor/marker. Also, if the original hand-in assignments are lost, you are able to resubmit them.

Your tutor/marker will mark your work and return it to you electronically.



The Distance Learning Unit does not provide technical support for hardware-related issues. If troubleshooting is required, consult a professional computer technician.

Who Takes Responsibility for Your Safety?



Safety is vital when participating in any physical activity. The nature and risk level of the physical activity (e.g., walking, swimming, playing hockey) will determine how much attention you and your parent/guardian/supervising adult will need to pay to the type of supervision required.

Taking responsibility for your safety is a very important part of this course. Always think **safety first**. Before you participate in any physical activity, you and your parent/guardian should use the following safety checklist. You must be responsible for your own safety.

Safety Checklist for Physical Activity

The following are some questions that you must ask yourself before becoming physically active:

- Do you understand the safety rules related to the physical activity?
- Is the activity suitable for your age, ability, and physical condition?
- Is the activity suitable for any medical condition that you might have?
- Do you understand the correct form or technique of the exercises or skills you need to practise?
- Do you understand the risks associated with the physical activity and ways to avoid the dangers?
- Is the equipment suitable and in good condition?
- Is appropriate supervision provided in light of the danger or risk associated with the physical activity?
- Have you discussed your choice of activity with your tutor/marker and your parent/guardian?
- Has your parent/guardian signed your Physical Activity Plan? This signature will help ensure that you and your parent/guardian are informed about the safety and risk-management measures for your choice of physical activities and sports in this course.

Students 18 or Older: What Consent Forms Do You Sign?

If you are 18 years of age or older, you are required to complete the **Grade 11 Active Healthy Lifestyles Student Consent Form (Students 18 or Older)** before you register for this course. This form is available on the Distance Learning website.

Students Younger Than 18: What Consent Forms Do Your Parents/Guardians Sign?

To complete this course, students who are under 18 years of age will need to have their parents/guardians sign several documents. (In this course, the term *parents* refers to both parents and guardians, and is used with the recognition that in some cases only one parent may be involved in the child's education.)

Parents need to provide their signature for the following parts of this course:

- Parents must sign the **Grade 11 Active Healthy Lifestyles Parental Consent Form** before a student younger than 18 can register for this course. The form is available on the Distance Learning Unit website.

- You and your parents must sign the **Physical Activity Plan** (Assignment 1.2). These signatures indicate that you and your parents are informed about the safety and risk-management measures for the physical activities/sports you have chosen to participate in for this course.
- You and your parents must sign the three **Physical Activity Logs** (Assignments 2.1, 3.1, and 5.1). These signatures indicate that you and your parents confirm that you have taken part in the activities indicated in your Logs.

Student Accident Insurance

Parents are encouraged to ensure that their sons/daughters have adequate accident insurance. One way to do so is to purchase the Manitoba Association of School Trustees' Student Accident Insurance. It provides comprehensive 24-hour insurance coverage for Manitoba students. More information is available from

Western Financial Group Insurance Solutions
777 Portage Avenue
Winnipeg MB R3G 0N3
Telephone: 204-943-0331
Toll-Free: 1-800-665-8990
Fax: 204-975-1624
Toll-Free Fax: 1-888-990-4301
Email: gis@westernfgis.ca/schools/
Website: www.hedinc.com/products/studentaccident/main

A Note to Parents



Your child will be working with a learning partner to complete this course. Please ensure that this learning partner is a safe and respectful person who will not harm your child. This person should not have a criminal record or have his or her name on the Child Abuse Registry.

What Are the Guide Graphics For?

Guide graphics are used throughout this course to identify and guide you in specific tasks. Each graphic has a specific purpose, as described below.



Safety: Check for any risks and pay attention to any safety considerations related to this activity.



Note: Take note of and remember this important information or reminder.



Learning Partner: Ask your learning partner to help you with this task.



Phone or Email: Telephone or email your tutor/marker.



Internet: Use the Internet, if you have access to it, to obtain more information. Internet access is optional for this course.



Learning Activity: Complete a learning activity. This will help you to review or practise what you have learned and to prepare for an assignment or an examination. You will not submit learning activities to the Distance Learning Unit. Instead, you will compare your responses to the Learning Activity Answer Keys found at the end of the applicable module.



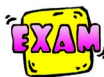
Assignment: Complete an assignment. You will submit your completed assignments to the Distance Learning Unit for assessment when indicated.



Assignment File: File your completed assignments until you have finished the next module of this course.



Mail or Electronic Submission: Mail or electronically submit your completed assignments to the Distance Learning Unit for assessment at this time.



Examination: Write your final examination at this time.

Remember: If you have questions or need help at any point during this course, contact your tutor/marker or ask your learning partner for help.

Good luck with the course!

GRADE 11 ACTIVE HEALTHY LIFESTYLES (30F)

Module 1 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

Drop-off/Courier Address

Distance Learning Unit
555 Main Street
Winkler MB R6W 1C4

Mailing Address

Distance Learning Unit
P.O. Box 2020
500–555 Main Street
Winkler MB R6W 4B8

Contact Information

Legal Name: _____ Preferred Name: _____

Phone: _____ Email: _____

Mailing Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes

School Name: _____

Has your contact information changed since you registered for this course? No Yes

Note: Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker.

For Student Use	For Office Use Only	
<p>Module 1 Assignments</p> <p>Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.</p> <p><input type="checkbox"/> Assignment 1.1: Planning for Risk Management</p> <p><input type="checkbox"/> Assignment 1.2: Finalizing Your Physical Activity Plan</p> <p style="padding-left: 20px;"><input type="checkbox"/> I am submitting my Physical Activity Plan and have discussed it with my tutor/marker.</p> <p style="padding-left: 20px;"><input type="checkbox"/> I understand my Physical Activity Logs may reflect only those activities that were included as part of my approved Plan.</p>	<p>Attempt 1</p> <hr style="width: 80%; margin: 0 auto;"/> <p>Date Received</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p>	<p>Attempt 2</p> <hr style="width: 80%; margin: 0 auto;"/> <p>Date Received</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p>
For Tutor/Marker Use		
<p>Remarks:</p> <p><input type="checkbox"/> This student's Physical Activity Plan was approved on _____ (insert date).</p>		

GRADE 11 ACTIVE HEALTHY LIFESTYLES (30F)

Module 2 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

Drop-off/Courier Address

Distance Learning Unit
555 Main Street
Winkler MB R6W 1C4

Mailing Address

Distance Learning Unit
P.O. Box 2020
500–555 Main Street
Winkler MB R6W 4B8

Contact Information

Legal Name: _____ Preferred Name: _____

Phone: _____ Email: _____

Mailing Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes

School Name: _____

Has your contact information changed since you registered for this course? No Yes

Note: Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker.

For Student Use	For Office Use Only	
<p>Module 2 Assignments</p> <p>Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.</p> <p><input type="checkbox"/> Assignment 2.1: Module 2 Physical Activity Log</p> <p style="margin-left: 20px;"><input type="checkbox"/> I have submitted my Physical Activity Plan (Assignment 1.2) and discussed it with my tutor/marker.</p> <p style="margin-left: 20px;"><input type="checkbox"/> My Plan was approved on _____ (insert date).</p> <p style="margin-left: 20px;"><input type="checkbox"/> I understand my Physical Activity Logs may reflect only those activities that were included as part of my approved Plan.</p> <p><input type="checkbox"/> Assignment 2.2: Benefits of Your Physical Activity Choices</p> <p><input type="checkbox"/> Assignment 2.3: Developing Split Routines for Resistance Training</p>	<p>Attempt 1</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p style="font-size: small; text-align: center;">Date Received</p> <p style="text-align: center;"><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p style="text-align: center;"><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p style="text-align: center;"><input type="checkbox"/> CO / <input type="checkbox"/> INC</p>	<p>Attempt 2</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p style="font-size: small; text-align: center;">Date Received</p> <p style="text-align: center;"><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p style="text-align: center;"><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p style="text-align: center;"><input type="checkbox"/> CO / <input type="checkbox"/> INC</p>
For Tutor/Marker Use		
<p>Remarks:</p> 		

GRADE 11 ACTIVE HEALTHY LIFESTYLES (30F)

Modules 3 and 4 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

Drop-off/Courier Address

Distance Learning Unit
555 Main Street
Winkler MB R6W 1C4

Mailing Address

Distance Learning Unit
P.O. Box 2020
500–555 Main Street
Winkler MB R6W 4B8

Contact Information

Legal Name: _____ Preferred Name: _____

Phone: _____ Email: _____

Mailing Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes

School Name: _____

Has your contact information changed since you registered for this course? No Yes

Note: Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker.

For Student Use	For Office Use Only	
<p>Modules 3 and 4 Assignments</p> <p>Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.</p> <p><input type="checkbox"/> Assignment 3.1: Module 3 Physical Activity Log</p> <p style="margin-left: 20px;"><input type="checkbox"/> I have submitted my Physical Activity Plan (Assignment 1.2) and discussed it with my tutor/marker.</p> <p style="margin-left: 20px;"><input type="checkbox"/> My Plan was approved on _____ (insert date).</p> <p style="margin-left: 20px;"><input type="checkbox"/> I understand my Physical Activity Logs may reflect only those activities that were included as part of my approved Plan.</p> <p><input type="checkbox"/> Assignment 3.2: Body Image (Scenario)</p> <p><input type="checkbox"/> Assignment 3.3: Seeking Professional Help</p> <p><input type="checkbox"/> Assignment 4.1: The Impact of Sporting Behaviour</p>	<p>Attempt 1</p> <hr style="width: 80%; margin: 0 auto;"/> <p style="font-size: small;">Date Received</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p>	<p>Attempt 2</p> <hr style="width: 80%; margin: 0 auto;"/> <p style="font-size: small;">Date Received</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p>
For Tutor/Marker Use		
<p>Remarks:</p> 		

For Assignment 3.3: Seeking Professional Help (Part B)

Assessment Rubric for Brochure or Pamphlet				
Criteria	4 marks	3 marks	2 marks	0 or 1 mark
Accuracy	<ul style="list-style-type: none"> Information presented about the chosen topic is accurate. 	<ul style="list-style-type: none"> Information presented about the chosen topic is somewhat accurate. 	<ul style="list-style-type: none"> Information presented about the chosen topic has limited accuracy. 	<ul style="list-style-type: none"> Information about the chosen topic is incorrect and/or demonstrates a lack of understanding of the task.
Relevance	<ul style="list-style-type: none"> Information is fully relevant and enhances the reader's understanding of the topic. Two community resources are provided, including the name and complete contact information. 	<ul style="list-style-type: none"> Information is somewhat relevant and enhances the reader's understanding of the topic. Two community resources are provided, but with incomplete contact information. 	<ul style="list-style-type: none"> Information has limited relevance and contributes little to the reader's understanding of the topic. One community resource is provided, including contact information. 	<ul style="list-style-type: none"> Information is not relevant and does not contribute to the reader's understanding of the topic. No community resources are provided.
Clarity	<ul style="list-style-type: none"> Information is well organized and presented in a clear and logical manner. No grammar, spelling, and/or punctuation errors are present. References include at least four sources of information. 	<ul style="list-style-type: none"> Information is organized and presented in a somewhat clear and/or logical manner. Few grammar, spelling, and/or punctuation errors are present. References include up to three sources of information. 	<ul style="list-style-type: none"> Information is somewhat disorganized and presented with limited clarity and/or in an illogical manner. Some grammar, spelling, and/or punctuation errors are present. References include up to two sources of information. 	<ul style="list-style-type: none"> Information presented is disorganized and unclear. Many grammar, spelling, and/or punctuation errors are present. No references are listed.
				Total _____/12

GRADE 11 ACTIVE HEALTHY LIFESTYLES (30F)

Module 5 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

Drop-off/Courier Address

Distance Learning Unit
555 Main Street
Winkler MB R6W 1C4

Mailing Address

Distance Learning Unit
P.O. Box 2020
500–555 Main Street
Winkler MB R6W 4B8

Contact Information

Legal Name: _____ Preferred Name: _____

Phone: _____ Email: _____

Mailing Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes

School Name: _____

Has your contact information changed since you registered for this course? No Yes

Note: Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker.

For Student Use	For Office Use Only	
<p>Module 5 Assignments</p> <p>Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.</p> <p><input type="checkbox"/> Assignment 5.1: Module 5 Physical Activity Log</p> <p style="margin-left: 20px;"><input type="checkbox"/> I have submitted my Physical Activity Plan (Assignment 1.2) and discussed it with my tutor/marker.</p> <p style="margin-left: 20px;"><input type="checkbox"/> My Plan was approved on _____ (insert date).</p> <p style="margin-left: 20px;"><input type="checkbox"/> I understand my Physical Activity Logs may reflect only those activities that were included as part of my approved Plan.</p> <p><input type="checkbox"/> Assignment 5.2: Researching Cannabis</p> <p><input type="checkbox"/> Assignment 5.3: Consequences of Prescription Medication Combinations</p>	<p>Attempt 1</p> <hr style="width: 80%; margin: 0 auto;"/> <p style="font-size: small; text-align: center;">Date Received</p> <p style="text-align: center;"><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p style="text-align: center;"><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p style="text-align: center;"><input type="checkbox"/> CO / <input type="checkbox"/> INC</p>	<p>Attempt 2</p> <hr style="width: 80%; margin: 0 auto;"/> <p style="font-size: small; text-align: center;">Date Received</p> <p style="text-align: center;"><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p style="text-align: center;"><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p style="text-align: center;"><input type="checkbox"/> CO / <input type="checkbox"/> INC</p>
For Tutor/Marker Use		
<p>Remarks:</p> 		

For Assignment 5.2: Researching Cannabis

Assessment Rubric for Response					
Criteria	9 or 10 marks	6 to 8 marks	4 or 5 marks	0 to 3 marks	Score
Purpose/ Quality of Information	<ul style="list-style-type: none"> ■ The central purpose or argument is readily apparent and consistently clear. ■ The information clearly and consistently relates to the main topic. ■ Several supporting details and/or examples are provided. 	<ul style="list-style-type: none"> ■ The central purpose or argument is generally clear, with some digressions. ■ The information generally relates to the main topic. ■ One or two supporting details and/or examples are provided. 	<ul style="list-style-type: none"> ■ The central purpose or argument is not consistently clear throughout. ■ The information does not clearly relate to the main topic. ■ No supporting details or examples are provided. 	<ul style="list-style-type: none"> ✓ The purpose or argument is generally unclear. ■ The information has little or nothing to do with the main topic. 	<p>(10 marks maximum)</p> <p>_____ x 1</p>
	12 to 15 marks	8 to 11 marks	5 to 7 marks	0 to 4 marks	
Content	<ul style="list-style-type: none"> ■ The presentation is balanced and provides relevant, legitimate information that clearly supports a central purpose or argument. ■ The response shows a thoughtful, in-depth analysis of a significant topic. ■ The reader gains important insights. 	<ul style="list-style-type: none"> ■ The information provides reasonable support for a central purpose or argument. ■ The response shows evidence of a basic analysis of a significant topic. ■ The reader gains some insights. 	<ul style="list-style-type: none"> ■ The information supports a central purpose or argument at times. ■ The analysis is basic or general. ■ The reader gains few insights. 	<ul style="list-style-type: none"> ■ The central purpose or argument is not clearly identified. ■ The analysis is vague or absent. ■ The reader may be confused or misinformed. 	<p>(30 marks maximum)</p> <p>_____ x 2</p>
	9 or 10 marks	6 to 8 marks	4 or 5 marks	0 to 3 marks	
Organization	<ul style="list-style-type: none"> ■ The introduction is inviting, states the main topic, and previews the structure of the paper. ■ Details are presented in a logical order and effectively keep the reader's interest. ■ Transitions are varied and thoughtful and clearly show how the ideas are connected. ■ The reader can consistently follow the line of reasoning. ■ The conclusion is engaging and restates personal learning. 	<ul style="list-style-type: none"> ■ The introduction states the main topic and previews the structure of the paper, but is not particularly inviting. ■ Details are presented in a logical order, but not in a way that keeps the reader's interest consistently. ■ Transitions are usually effective and show some links between ideas. ■ The reader can follow the line of reasoning most of the time. ■ The conclusion restates personal learning. 	<ul style="list-style-type: none"> ■ The introduction states the main topic, but does not adequately preview the structure of the paper, nor is it particularly inviting. ■ Some details are not presented in a logical or expected order, and this distracts the reader. ■ Some transitions work well, but some connections between ideas do not make sense. ■ The reader is fairly clear about the line of reasoning. ■ The conclusion does not adequately restate personal learning. 	<ul style="list-style-type: none"> ■ There is no clear introduction of the topic or of the structure of the paper. ■ Many details are not presented in a logical or expected order, and this confuses the reader. ■ Transitions and connections between ideas are unclear or absent. ■ The reader cannot identify a line of reasoning and loses interest. ■ The conclusion is incomplete and/or unfocused. 	<p>(10 marks maximum)</p> <p>_____ x 1</p>

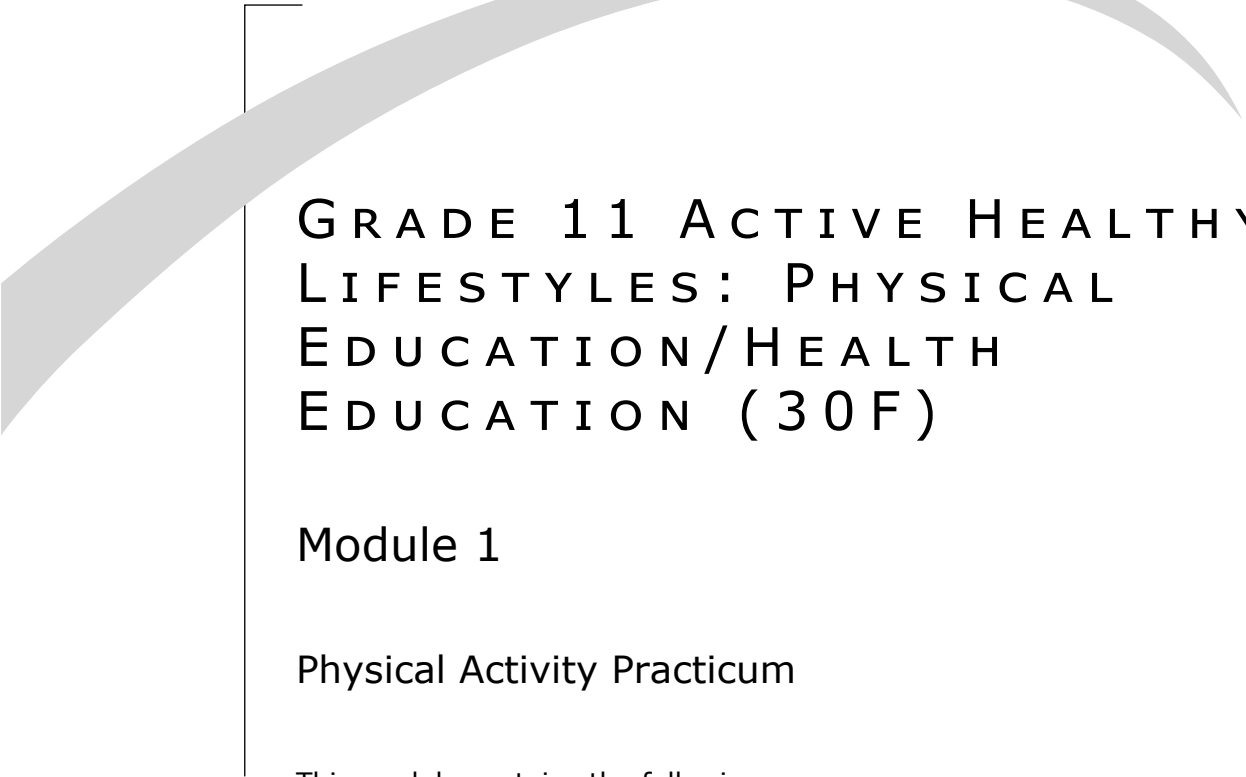
Comments:

Total _____/50 marks

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GRADE 11 ACTIVE HEALTHY LIFESTYLES: PHYSICAL EDUCATION/HEALTH EDUCATION (30F)

Module 1

Physical Activity Practicum

This module contains the following:

- Introduction
- Lesson 1: Your Physical Activity Practicum
- Lesson 2: Making Your Practicum Safe
- Module 1 Assignments
 - Assignment 1.1: Planning for Risk Management
 - Assignment 1.2: Finalizing Your Physical Activity Plan

MODULE 1: PHYSICAL ACTIVITY PRACTICUM

Introduction

The purpose of Module 1 is to help you take control of your own physical activity by having you start your physical activity practicum. This practicum will help you to understand your current level of physical activity and to plan your physical activity for the time that you spend in this course.

You will then keep track of your actual physical activity for that time (which will add up to at least 80 hours), using your Physical Activity Logs. You will also learn how to stay safe while you are active. This information will help you to know yourself better and to understand what you need to do to reach your health-related fitness goals. In later modules, you will learn about setting goals and changing your behaviour so that you can meet the goals that you have set for yourself.

Assessment

When you have completed the assignments for Module 1, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Lesson	Assignment Number	Assignment Title
2	Assignment 1.1	Planning for Risk Management
	Assignment 1.2	Finalizing Your Physical Activity Plan

Notes

LESSON 1: YOUR PHYSICAL ACTIVITY PRACTICUM

Introduction

This lesson will help you to start your physical activity practicum. Your practicum will be an ongoing assignment throughout this course.

After completing this lesson, you will be able to

- use your critical thinking, planning, and decision-making skills to develop a personal Physical Activity Plan that is safe and ethical and contributes to personal health-related fitness goals

The Physical Activity Practicum

An active, healthy lifestyle doesn't come about by accident. You need to work for it. Your physical activity practicum gives you the chance to do that by putting you in charge of your physical activity. In your practicum, you will plan and record the physical activities you will participate in during this course.

You've probably noticed that many people of all ages can benefit from being more active. For example, lots of people lack energy or physical strength, or have a hard time controlling their weight. An essential part of dealing with these issues is simply to be more active. But how do you know how active you should be? And exactly which activities should you take part in?

According to *Canadian Physical Activity Guidelines* (Canadian Society for Exercise Physiology), youth should accumulate 60 minutes of physical activity at the moderate to vigorous intensity level every day to stay healthy or to improve health. This activity does not have to come from one bout of exercise, but can be accumulated from brief intervals throughout the day (e.g., climbing stairs, walking to and from school).

So, your practicum can help you to stay healthy or (if you're not healthy now) to become healthy by helping you plan those 60 minutes of moderate to vigorous physical activity per day. You will be encouraged to take part in activities that you enjoy, and then keep track of them, to make sure you are being active enough to reach the goals you have set for yourself.

The physical activity practicum is made up of two parts:

■ **The Physical Activity Plan**

You will complete **one** Plan in this course. In it, you will write down the physical activities that you plan on doing over the next several months as you complete this course. So, you will be able to plan whether to keep up your current level of physical activity, or to become more active.

Remember that becoming more active, and embracing a healthier lifestyle, will not only help you to become healthier, but will also help you to have higher self-esteem and to get along better with others. The form you will use to complete your Plan is available in the Assignments section at the end of Module 1, as well as in the learning management system (LMS).

■ **The Physical Activity Logs**

You will complete **four** Logs in this course. The first one is a short practice Log found in Module 1. The others are found in Modules 2, 3, and 5. In these Logs, you will record the physical activities that you actually take part in. Once you have completed the Module 2 Physical Activity Log, you will submit it to your tutor/marker and begin recording your activities in the Module 3 Physical Activity Log, and so on. Additional copies of the Logs are available in the learning management system (LMS).

If you are younger than 18 years of age, your Logs must be signed by your parent/guardian. The **Physical Activity Plan Parent/Guardian Consent Form** is located in the Assignments section at the end of Module 1. The form is also available in the learning management system (LMS).

Criteria for the Physical Activity Practicum

1. You must participate in a minimum of 80 hours of physical activity. At least 55 hours need to be at the **moderate** to **vigorous** intensity level. Here is an explanation of the terms **light**, **moderate**, and **vigorous activities**:
 - a. During **light activities**, you begin to notice your breathing, but talking is fairly easy.
 - b. During **moderate activities**, your heart rate increases and you can hear yourself breathe, but can still talk. Examples of moderate activities include brisk walking, bicycling (less than 15 km/hour), skateboarding, shooting baskets, and curling.
 - c. During **vigorous activities**, your heart rate and breathing increase to an even higher level where it is difficult to talk. Examples of vigorous activities include jogging, swimming, walking briskly, jumping jacks, playing sports that involve running, tobogganing, shovelling snow, and walking through deep snow.

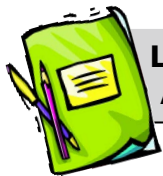
2. The physical activities that you select must be safe, ethical, and appropriate for your age and experience. They may include school-based and non-school-based physical activities:
 - a. **School-based** physical activities (if you are attending school) include physical education classes, intramural programs, and sport teams.
 - b. **Non-school-based** physical activities include community sport programs (e.g., hockey teams, fitness clubs, aerobic classes, weight training), special interest clubs (e.g., karate), and home-based exercise (e.g., jogging, video exercise programs).
3. You must address safety and risk-management measures for all your physical activities. You will learn about this in Assignments 1.1 and 1.2.

Time Requirements

You may think that 80 hours of physical activity is a lot of time, but consider how it would break down over a four-month period:

- 80 hours over 1 semester = approximately 20 hours per month
- 20 hours per month = approximately 5 hours per week
- 5 hours per week = 1 hour per day, 5 days per week

So, to meet the course requirements, you must participate in physical activity for **one hour per day**, five days per week. Every day, you should spend **40 minutes** doing **moderate** or **vigorous** activities to get the 55 hours required for this course.



Learning Activity 1.1: A Practice Physical Activity Log

Remember that this is a learning activity, so you will **not** be sending it to the Distance Learning Unit for assessment; only your assignments will be assessed.



The purpose of this learning activity is to give you some practice and background in logging your physical activities. This is important because you will complete three regular Logs in this course, and send them in to be assessed.

Complete this learning activity as follows:

1. Find the **Physical Activity Inventory** in the Appendix at the end of this course. Or, if you would rather use an Excel version, you can find one in the learning management system (LMS).
2. Review the **Practice Physical Activity Log Sample** on the next page. It will inspire you to complete the blank practice Log on the following page. It contains various activities to give you an idea of the range of activities that you can do. If you can, explore a new activity, preferably something that you might take part in for years to come.
3. Think back to all the physical activities you participated in over the past week. It does not matter how active you have been, since the purpose of this learning activity is simply to have you practise logging your activities.
4. In the **Practice Physical Activity Log** that follows the sample, write the date you engaged in physical activities.
5. Then, write the names of the physical activities in which you participated. Use the same names as those found in the **Physical Activity Inventory**.
6. Write the amount of time you spent participating in activities of various intensity (light, moderate, or vigorous). Write your times in hours and half hours. Round them off to the nearest 0.5, so that it will be easy to add them up at the end.
7. Add up all your estimated times at the bottom of each column.
8. Answer the two questions that follow the practice Log.

continued

Practice Physical Activity Log Sample				
Name: Jo O'Murrie				
Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
Feb. 28, 2011	<ul style="list-style-type: none"> ■ basketball ■ resistance training—back and arms 		0.5	1.5
Mar. 1, 2011				
Mar. 2, 2011	<ul style="list-style-type: none"> ■ yard work ■ resistance training—shoulders and chest 		1.5	1.0
Mar. 3, 2011	<ul style="list-style-type: none"> ■ Pilates ■ resistance training—back and arms 		1.0	1.0
Mar. 4, 2011				
Mar. 5, 2011	<ul style="list-style-type: none"> ■ dancing—ballroom 			1.5
Mar. 6, 2011	<ul style="list-style-type: none"> ■ walking ■ resistance training—back and arms 	1.5		1.0
Total Time at Each Intensity Level		1.5 hours	3.0 hours	6.0 hours
Total Time at All Levels (add the times for Light, Moderate, and Vigorous)		10.5 hours		

Practice Physical Activity Log (Grade 11)

Name _____

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
	<ul style="list-style-type: none"> ■ ■ 			
	<ul style="list-style-type: none"> ■ ■ 			
	<ul style="list-style-type: none"> ■ ■ 			
	<ul style="list-style-type: none"> ■ ■ 			
	<ul style="list-style-type: none"> ■ ■ 			
	<ul style="list-style-type: none"> ■ ■ 			
	<ul style="list-style-type: none"> ■ ■ 			
Total Time at Each Intensity Level				
Total Time at All Levels (add the times for Light, Moderate, and Vigorous)		Hours		

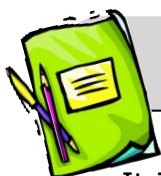
1. Are the above physical activities a part of your regular weekly routine?
2. Are there any other activities you would like to add to your routine?

Planning Your Physical Activity Practicum

To complete an effective Physical Activity Plan, you should identify physical activities that you enjoy, or believe you might enjoy. It is much easier to stick to a plan when it involves activities in which you like to participate. The purpose of the following learning activity is to help you choose your preferred activities.



Remember that your Plan must include activities at a **moderate to vigorous** intensity level, which contribute to the development of cardiorespiratory (heart and lung) endurance.



Learning Activity 1.2: Brainstorming Your Activities

It is time to begin selecting physical activities to include in your practicum.



1. Ask your learning partner to help you brainstorm a list of physical activities that you are currently involved in or would like to participate in, given the opportunity. List these in the chart on the following page. Some activities may fit under more than one heading. A few examples are provided to help you get started.
2. If you cannot think of many physical activities immediately, look over the **Physical Activity Inventory** (see Appendix). This Inventory lists physical activities and their associated health-related fitness components. If you would rather use an Excel version, you can find one in the learning management system (LMS).
3. Using the **Physical Activity Inventory**, check off which of the four health-related fitness components is associated with your activities:
 - cardiorespiratory endurance
 - muscular strength
 - muscular endurance
 - flexibility

Depending on your plans for the practicum, you may want to select physical activities that exercise only a single component, or a combination of the four components.

Physical activity is defined as "all forms of large-muscle movement, including sports, dance, games, walking, and exercises for fitness and physical well-being. It may also include physical therapy or mobility training for students with special needs" (Manitoba Education, Citizenship and Youth, *Implementation of Grades 11 and 12 Physical Education/Health Education 5*).

continued

Your Preferred Physical Activities

I enjoy participating in, or would consider participating in, the following physical activities on my own and/or with the identified group(s.)

Physical Activities I (Would) Enjoy							
Category of Activity			Health-Related Fitness Component				
	By Myself	With Friends	With Family Members	Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility
			curling			√	√
	resistance training				√	√	√
		basketball		√	√	√	√
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							



Note that many learning activities have answer keys at the end of the respective modules, which you can check after you have answered the questions. The learning activities in Module 1 do not have an answer key because the answers can't be classified as "right" or "wrong." In its place, some sample answers are provided in the previous chart.

Summary

You have now had an opportunity to see what the physical activity practicum will involve, and to think over the activities that interest you. In the next lesson you will ensure that you are prepared for any safety risks in the physical activities you are considering for your practicum.

Notes

LESSON 2: MAKING YOUR PRACTICUM SAFE

Introduction

In the previous lesson you took time to consider what kinds of activities you might perform in your physical activity practicum. In this lesson you will learn to be aware of potential risks when you get involved in physical activity.

Generally, most physical activities are safe, but each activity has elements of risk. The risks are generally higher when you increase speed, use special equipment, or involve many people. By thinking ahead and considering possible risks, you can enjoy your activities and stay safe.

After completing this lesson, you will show an understanding of

- the risk-management process and responsibilities related to preparing for physical activities

You will also be able to

- access and use information for making informed decisions about safety and risk management related to physical activity participation
- apply movement skills and concepts in selected physical activities that meet the goals of a personal Physical Activity Plan
- participate in physical activities at a moderate to vigorous intensity level
- record and report the frequency, intensity, time, and type of physical activities, and reflect on your physical activity participation

Safety and Risk Management

Risk management is an essential part of a personal Physical Activity Plan. It involves

- identifying the potential risks in a physical activity
- identifying strategies to deal with the identified risks

For example, if you are canoeing, kayaking, or riding in a boat, there is a potential risk that your craft could overturn and that you could fall into the water. To protect against this risk, you would wear a life jacket or a personal flotation device. If you do end up in the water, you will spend less energy keeping yourself afloat, thanks to your risk management.

By planning ahead for potential problems or accidents, risks are minimized, and, if an injury does occur, the injury is minimized because of the proactive risk management.

Risk Factors Related to Physical Activity

Risk factors in physical activities involve the following categories:

1. Level of Instruction

- It is important to get proper instruction before participating in an activity, whether it is skiing, canoeing, rock climbing, or some other activity. Many injuries and accidents occur because people are not performing activities properly.

2. Level of Supervision

- Some high-risk activities, such as rock climbing, require you to have a partner. When you are trying new activities, it is recommended that you have an experienced partner or coach to show you how to perform the activities properly.

3. Facilities/Environment

- For outdoor activities, always be aware of the weather conditions and look for natural hazards, such as rocks or water.
- Indoors, be aware of any safety regulations at the facility and check to make sure all equipment is working properly.

4. Equipment

- Make sure you know how to use your equipment properly, and how to maintain it so that it does not break down unnecessarily.
- Know what safety equipment you require for the activity. Make sure that your personal equipment is in good condition and fitting properly.

5. Clothing/Footwear

- Wearing proper clothing can help make the activity safer and more comfortable. Dressing in multiple thin layers will make it easier to adjust for heat or cold.
- Be aware of weather conditions and dress accordingly for sun, rain, or snow.

6. Personal and Other Considerations

- These considerations include health care needs, skill level, experience, and accessibility.
- There may be other personal considerations to account for. To keep yourself safe, always think ahead to any potential risks in your physical activity choices and plan for them.

The Risk Factor Rating Scale

All physical activities can be rated according to their **risk factor rating (RFR)**. The level of risk is determined by the safety concerns involved in the activity, and the level of instruction and supervision required to participate in the activity.

Risk Factor Rating Scale		
Risk Factor Rating	Level of Safety Concerns; Recommended Level of Instruction and Supervision	Examples
Level 1	There are few safety concerns for this physical activity; little or no qualified instruction or adult supervision is required.	<ul style="list-style-type: none">■ walking■ stretching
Level 2	There are some safety concerns for this physical activity; quality instruction is recommended, and little to no adult supervision is required.	<ul style="list-style-type: none">■ racquetball■ ice skating
Level 3	There are several safety concerns for this physical activity; qualified instruction is required, and adult supervision is recommended.	<ul style="list-style-type: none">■ snowboarding■ field hockey
Level 4	There is a high level of safety concern for this physical activity; qualified instruction and adult supervision are required.	<ul style="list-style-type: none">■ swimming■ karate



Assignment 1.1: Planning for Risk Management

In this assignment you will do the following:

- Choose **two** activities you are most likely to perform in your physical activity practicum.
- Look up those two activities in the **Physical Activity Safety Checklists** found in Appendix E of *Out-of-Class Safety Handbook*, which is available at https://www.edu.gov.mb.ca/k12/cur/physhlth/out_of_class/index.html. If you are unable to view this document on the Internet, phone the Distance Learning Unit at 1-800-465-9915, and a copy will be mailed to you.
- Assess the potential risks involved in your two selected physical activities and suggest strategies to avoid these risks.



You may want to ask your learning partner for assistance in reviewing the safety checklists and potential risks for the activities you plan to participate in.



The assignment details and criteria can be found in the Assignments section at the end of this module. Remember that you will send in this assignment to be assessed once you have finished this module. At that time, you will also submit the other assignment for Module 1.



Assignment 1.2: Finalizing Your Physical Activity Plan

It is now time to write a final version of your Physical Activity Plan. The assignment details and criteria can be found at the end of this module.

MODULE 1 SUMMARY

Congratulations! You have finished the first module of this course.



Submitting Your Assignments

It is now time for you to submit your assignments from Module 1 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 1 assignments and organize your material in the following order:

- Module 1 Cover Sheet (found at the end of the course Introduction)
- Assignment 1.1: Planning for Risk Management
- Assignment 1.2: Finalizing Your Physical Activity Plan

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

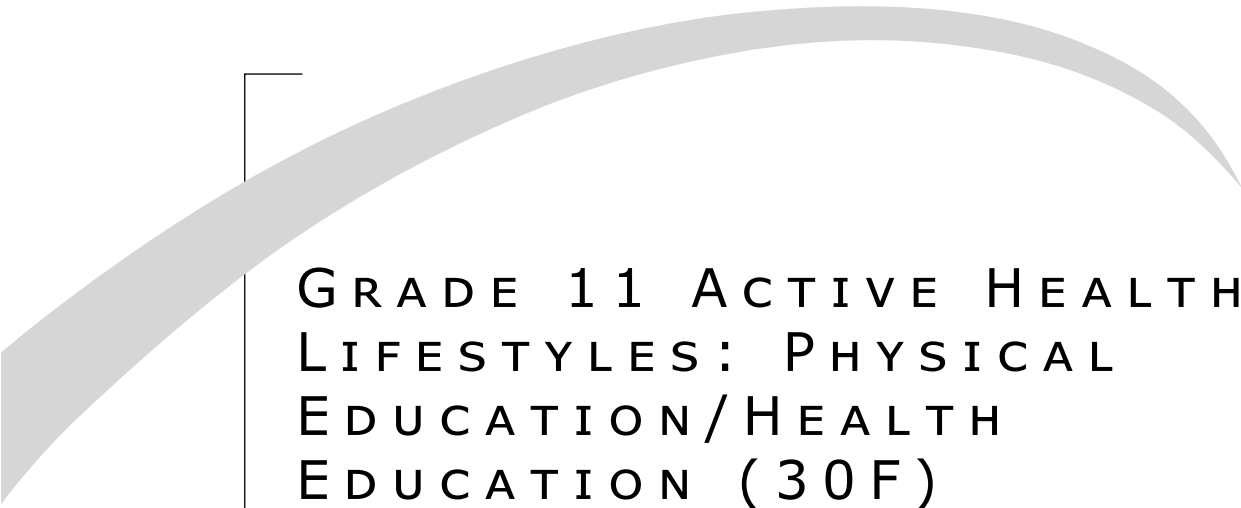
Module 1 Review Questions

Lesson 1

1. How does the body act during light, moderate, and vigorous intensity levels of activity?
2. What are three physical activities that can be performed at moderate intensity, and three that can be performed at vigorous intensity?

Lesson 2

1. What are the benefits of applying risk management to physical activities?
2. What are the categories of risk factors to be considered in physical activities?
3. What are three specific actions you could take to address risk management in a specific activity of your choice?



GRADE 11 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (30F)

Module 1 Assignments


MODULE 1 ASSIGNMENTS



Assignment 1.1: Planning for Risk Management

Taking responsibility for safety is a very important part of this course. The safety concerns and risk factors that need to be considered during participation in physical activities include those identified in the Considerations column of the **Safety and Risk-Management Forms** that follow. Refer to this list of considerations when you complete the forms on the following pages.

In this assignment you will do the following:

1. Look over your list of physical activities from Learning Activity 1.2 and choose **two** activities you are most likely to participate in for your physical activity practicum.
2. Check your two selected activities in the **Physical Activity Safety Checklists** found in Appendix E of *Out-of-Class Safety Handbook* available at https://www.edu.gov.mb.ca/k12/cur/physhlth/out_of_class/index.html. The activities on the checklists are listed in alphabetical order. Read them carefully. If you are unable to view this handbook on the Internet, phone the Distance Learning Unit at 1-800-465-9915, and a copy will be mailed to you. 
3. Assess the potential risks involved in your two selected physical activities and suggest strategies to avoid these risks. Fill in the **Safety and Risk-Management Forms** on the following pages, one for each of your two selected physical activities. Copies of the Safety and Risk-Management Form are also available in the learning management system (LMS).
4. Read the questions on the left-hand side of the form (in the Considerations column) and answer the questions in the second column (How will the consideration be addressed?). Make sure your answers are relevant to your particular situation, skill level, and experience. Your answers do not need to mention every possible way that the consideration can be addressed, but they do need to show that you are aware of the important issues. In cases where the consideration does not apply to your activity, write "N/A" for Not Applicable. For example, if your activity is walking, your answer for question 2.1 (about the level of supervision) will be "N/A" because you do not need any supervision to go walking.

continued



Assignment 1.1: Planning for Risk Management (*continued*)

5. If you need more help with the questions, reread Lesson 2 of Module 1. You can also ask your learning partner for assistance, or contact your tutor/marker.
6. On the last page of the form, write any additional comments that you might have.
7. Sign and date the last page.
8. Have your parent/guardian sign and date the last page.
9. Photocopy the assignment. That way, you will have a copy of it after you send it to be assessed.

Assignment 1.1: Planning for Risk Management—Criteria

Your completed assignment must meet these criteria:

1. Complete two **Safety and Risk-Management Forms**, one for each physical activity that you have chosen.
2. Provide answers that are relevant to your particular situation, skill level, and experience.
3. Answer each question in a way that shows you understand how to manage the potential risks of physical activity.
4. Sign each form.
5. Record the date on which you complete each form.
6. Have your parent/guardian sign each form.
7. Record the date on which your parent/guardian completed each form.



Remember, if your assignment does not meet the above criteria, your tutor/marker will have to send it back to you to redo. To receive a Complete designation for this course, all your assignments must meet the specified criteria.

continued

Safety and Risk-Management Form (Grade 11)

Name _____ Date _____

Physical Activity 1 _____

1. Instruction	
Considerations	How will the consideration be addressed?
1.1. How much instruction will be required?	
1.2. Do the instructors have the necessary qualifications?	
1.3. Will a skills assessment be done to determine the participant's level of ability?	
2. Supervision	
2.1. What level of supervision will be required?	
2.2. Are emergency procedures in place?	
2.3. What equipment or supplies (e.g., phone, first aid kit) will be required?	
2.4. Do the supervisors have adequate training to respond to an emergency?	
3. Facilities/Environment	
3.1. Have the potential hazards been identified?	
3.2. Has the area been inspected?	
3.3. Does the facility have user rules?	
3.4. Are any modifications or restrictions required?	
3.5. Will precautions be needed based upon the environment?	

continued

Safety and Risk-Management Form (Grade 11) *(continued)*

4. Equipment	
Considerations	How will the consideration be addressed?
4.1. Has the equipment been inspected and properly maintained? (e.g., skis and ski poles)	
4.2. Have modifications been made to the equipment?	
4.3. What protective equipment should be worn? (e.g., helmet, wrist guards, knee guards, elbow guards for inline skating)	
4.4. Does the equipment use require special instruction or adjustment?	
5. Clothing/Footwear	
5.1. Does the activity require special clothing or footwear?	
5.2. Will additional clothing be required to address environmental conditions? (e.g., rain jacket, hiking boots, sunscreen)	
6. Other Considerations*	
6.1. Is the activity appropriate for the physical condition of the participant?	
6.2. Will instruction be required?	
6.3. Does the participant have adequate insurance coverage?	
6.4. Will there be a need for special rules and responsibilities?	
6.5. Who is the emergency contact person?	
6.6. Is transportation required?	

* Special health care needs, skill level, experience, accessibility, and so on.

continued

Safety and Risk-Management Form (Grade 11) *(continued)*

Additional Student Comments

Student Signature _____ Date _____

Tutor/Marker Comments

Tutor/Marker Signature _____ Date _____

I am aware that my child will be taking part in these activities and I will ensure that he or she follows all safety guidelines. I am also aware that some activities will require qualified instruction and adult supervision.

Parent/Guardian Signature

Student Signature

Date

Safety and Risk-Management Form (Grade 11)

Name _____ Date _____

Physical Activity 2 _____

1. Instruction	
Considerations	How will the consideration be addressed?
1.1. How much instruction will be required?	
1.2. Do the instructors have the necessary qualifications?	
1.3. Will a skills assessment be done to determine the participant's level of ability?	
2. Supervision	
2.1. What level of supervision will be required?	
2.2. Are emergency procedures in place?	
2.3. What equipment or supplies (e.g., phone, first aid kit) will be required?	
2.4. Do the supervisors have adequate training to respond to an emergency?	
3. Facilities/Environment	
3.1. Have the potential hazards been identified?	
3.2. Has the area been inspected?	
3.3. Does the facility have user rules?	
3.4. Are any modifications or restrictions required?	
3.5. Will precautions be needed based upon the environment?	

continued

Safety and Risk-Management Form (Grade 11) *(continued)*

4. Equipment	
Considerations	How will the consideration be addressed?
4.1. Has the equipment been inspected and properly maintained? (e.g., skis and ski poles)	
4.2. Have modifications been made to the equipment?	
4.3. What protective equipment should be worn? (e.g., helmet, wrist guards, knee guards, elbow guards for inline skating)	
4.4. Does the equipment use require special instruction or adjustment?	
5. Clothing/Footwear	
5.1. Does the activity require special clothing or footwear?	
5.2. Will additional clothing be required to address environmental conditions? (e.g., rain jacket, hiking boots, sunscreen)	
6. Other Considerations*	
6.1. Is the activity appropriate for the physical condition of the participant?	
6.2. Will instruction be required?	
6.3. Does the participant have adequate insurance coverage?	
6.4. Will there be a need for special rules and responsibilities?	
6.5. Who is the emergency contact person?	
6.6. Is transportation required?	

* Special health care needs, skill level, experience, accessibility, and so on.

continued

Safety and Risk-Management Form (Grade 11) *(continued)*

Additional Student Comments

Student Signature _____ Date _____

Tutor/Marker Comments

Tutor/Marker Signature _____ Date _____

I am aware that my child will be taking part in these activities and I will ensure that he or she follows all safety guidelines. I am also aware that some activities will require qualified instruction and adult supervision.

Parent/Guardian Signature

Student Signature

Date



Assignment 1.2: Finalizing Your Physical Activity Plan

At this point in the course, you have thought about which physical activities you might perform during your practicum and considered the potential risks involved in these activities. It is now time to write a final version of your Physical Activity Plan. This Plan has three parts:

■ Part A: Chart Your Plan

You will select a minimum of five physical activities that you plan to participate in during your time in this course. To help you make your selections, you will

- examine a wide variety of activities listed in the **Physical Activity Inventory** found in the Appendix at the end of this course
- review a **Sample Physical Activity Plan**
- prepare your **Physical Activity Plan**, in which you will list your selected activities, estimate the time you will spend performing each activity, assess the risk factor rating for each activity, and include a safety checklist for each activity

■ Part B: Safety and Risk-Management Measures

In Part A of this assignment, you will have selected a minimum of five physical activities that you plan to participate in during your time in this course. For each activity included in your Plan, you will need to address the safety considerations to manage potential risks for your activities, as indicated in the **Physical Activity Safety Checklists** found in Appendix E of *Out-of-Class Safety Handbook* available at https://www.edu.gov.mb.ca/k12/cur/physhlth/out_of_class/index.html.

■ Part C: Telephone Conversation with Your Tutor/Marker

After you have completed your Physical Activity Plan, you will make arrangements to have a telephone conversation with your tutor/marker. This is one of the best things that you can do to succeed in this course. Not only will it give you the chance to know your tutor/marker, but it will also give both of you the chance to discuss your Physical Activity Plan, including any safety concerns.



Detailed directions and specific criteria for each part of this assignment are provided on the following pages, along with forms you will need to complete.

continued



Assignment 1.2: Finalizing Your Physical Activity Plan (continued)

Photocopy Parts A and B of your completed assignment. That way, you will have a copy after you send the assignment to be assessed.

Part A: Chart Your Plan

1. Before you begin to complete this assignment, make sure you have access to the **Physical Activity Inventory**, which is found in the Appendix at the end of this course.
2. Review the **criteria** identified for Assignment 1.2, Part A. The criteria tell you exactly what you need to do to receive a Complete designation.
3. Review the **Sample Physical Activity Plan** to inspire you to complete the blank **Physical Activity Plan** (both forms are provided on the following pages). The sample contains a wide variety of activities to give you an idea of the range of activities that you can do. You don't have to include that many.
4. Using the **Physical Activity Plan**, write down the activities that you plan on performing. For additional ideas, refer to the **Physical Activity Inventory**, which lists over 100 activities, so you are sure to find some that are suitable for you.
5. Write down how often you expect to perform the activities each week for the remainder of the time that you will be enrolled in this course. (If an activity is seasonal, and you expect to perform it only a few times and would average to less than once a week, write a "1" in the Weekly Frequency of Activity column.) Round off this number to the nearest whole number.
6. Write the estimated time that you think you will spend participating in that activity for the remainder of the time that you will be enrolled in this course. Write your times in hours and fractions of hours. Round them off to the nearest half hour (0.5) so that it will be easy to add them up at the end.

continued



Assignment 1.2: Finalizing Your Physical Activity Plan (continued)

7. Write down the risk factor rating from 1 to 4. You can get that information from the **Physical Activity Inventory**.
8. Make sure you include a safety checklist for each activity.
9. Add up all your estimated times. Round off your time to the nearest hour. Remember, **your times must add up to at least 80 hours**, including at least **55 hours** in the **moderate** to **vigorous** intensity range.

Assignment 1.2, Part A: Chart Your Plan—Criteria

Your completed assignment must meet these criteria:

1. Include at least **five** physical activities that you will participate in during your time in this course.
 2. List the weekly frequency of activity for each physical activity.
 3. Provide an estimated time in hours for each physical activity.
 4. Specify the correct risk factor rating (from 1 to 4) for each physical activity.
 5. Include a safety checklist for each physical activity.
 6. Include the correct total number of hours spent in physical activity participation, which equals at least 80 hours.
-

continued

Sample Physical Activity Plan (Grade 11)

Name Jo O'Murrie Date September 15, 2010

Physical Activity	Weekly Frequency of Activity	Estimated Time (Hours)	Risk Factor Rating	Safety Checklist Included
1. Geocaching	1	1.5	4	Yes
2. Backpacking	1	5.5	3	Yes
3. Badminton	1	2.0	2	Yes
4. Dancing—Hip Hop	2	13.5	2	Yes
5. Tobogganing, Sledding, Tubing	1	2.5	3	Yes
6. Walking	1	2.0	1	Yes
7. Bowling	1	3.0	1	Yes
8. Lawn Mowing	1	1.5	3	Yes
9. Pilates	1	2.5	2	Yes
10. Horseback Riding	1	1.5	4	Yes
11. Curling	1	3.0	2	Yes
12. Hiking	1	3.5	2	Yes
13. Cycling—Recreational	2	7.5	2	Yes
14. Frisbee	1	2.5	1	Yes
15. Volleyball	2	11.5	2	Yes
16. Skateboarding	1	4.0	2	Yes
17. House and Yard Work	1	5.5	4	Yes
18. Yoga	3	19.0	2	Yes
19. Dancing—Ballroom	1	2.5	2	Yes
Total Number of Hours		94.5		

Physical Activity Plan (Grade 11)

Name _____ Date _____

Your Physical Activity Plan (Assignment 1.2) needs to be completed and approved before you proceed with Assignments 2.1, 3.1, and 5.1.

To obtain approval for your Physical Activity Plan, you need to

- complete your Plan according to the assignment criteria
- review your Plan with your tutor/marker

To make arrangements to discuss your Plan, contact your tutor/marker at the toll-free number or email address you received when you registered for this course.

Physical Activity	Weekly Frequency of Activity	Estimated Time (Hours)	Risk Factor Rating	Safety Checklist Included
Total Number of Hours				

continued

Physical Activity Plan (Grade 11) *(continued)*

Physical Activity	Weekly Frequency of Activity	Estimated Time (Hours)	Risk Factor Rating	Safety Checklist Included
Total Number of Hours				

Tutor/Marker Signature

Date

The tutor/marker signature is an acknowledgement of the following:

- The student has met the criteria for formulating his or her personal Physical Activity Plan.
- The student has shown an understanding of how to manage risk and take appropriate steps to participate safely in physical activity.
- The student is aware of the safety guidelines and information and the associated responsibilities for discussion with and approval by his or her parent/guardian.



Assignment 1.2: Finalizing Your Physical Activity Plan (continued)

Part B: Safety and Risk-Management Measures

In Part A of this assignment, you selected a minimum of five physical activities that you plan to participate in during your time in this course. If the risk factor rating is 3 or 4 for any of these activities, please complete the **Safety and Risk-Management Forms** (found on the following pages). Complete one form for each of your selected physical activities that has a risk factor rating of 3 or 4, as indicated in the **Physical Activity Safety Checklists** found in Appendix E of *Out-of-Class Safety Handbook* available at https://www.edu.gov.mb.ca/k12/cur/physhlth/out_of_class/index.html. If you decide to use one or both of the activities from Assignment 1.1 for your choice of five physical activities, you do not need to complete new Safety and Risk-Management Forms for them.

If you are under 18 years of age, have your parent/guardian review your completed **Safety and Risk-Management Forms** and sign the **Physical Activity Plan Parent/Guardian Consent Form** (found at the end of Part B).

Assignment 1.2, Part B: Safety and Risk-Management Measures—Criterion

Your completed assignment must meet the following criterion:

1. Complete one **Safety and Risk-Management Form** for each physical activity you have chosen if it has a risk factor rating of 3 or 4. **The Safety and Risk-Management Form is not to be completed if the risk factor rating is 1 or 2.**

Notes

Safety and Risk-Management Form (Grade 11)

Complete this form for physical activities with risk factor ratings of 3 or 4.

Name _____ Date _____

Physical Activity _____

1. Instruction	
Considerations	How will the consideration be addressed?
1.1. How much instruction will be required?	
1.2. Do the instructors have the necessary qualifications?	
1.3. Will a skills assessment be done to determine the participant's level of ability?	
2. Supervision	
2.1. What level of supervision will be required?	
2.2. Are emergency procedures in place?	
2.3. What equipment or supplies (e.g., phone, first aid kit) will be required?	
2.4. Do the supervisors have adequate training to respond to an emergency?	
3. Facilities/Environment	
3.1. Have the potential hazards been identified?	
3.2. Has the area been inspected?	
3.3. Does the facility have user rules?	
3.4. Are any modifications or restrictions required?	
3.5. Will precautions be needed based upon the environment?	

Additional copies of this form are available in the learning management system (LMS).

continued

Safety and Risk-Management Form (Grade 11) *(continued)*

4. Equipment	
Considerations	How will the consideration be addressed?
4.1. Has the equipment been inspected and properly maintained? (e.g., skis and ski poles)	
4.2. Have modifications been made to the equipment?	
4.3. What protective equipment should be worn? (e.g., helmet, wrist guards, knee guards, elbow guards for inline skating)	
4.4. Does the equipment use require special instruction or adjustment?	
5. Clothing/Footwear	
5.1. Does the activity require special clothing or footwear?	
5.2. Will additional clothing be required to address environmental conditions? (e.g., rain jacket, hiking boots, sunscreen)	
6. Other Considerations*	
6.1. Is the activity appropriate for the physical condition of the participant?	
6.2. Will instruction be required?	
6.3. Does the participant have adequate insurance coverage?	
6.4. Will there be a need for special rules and responsibilities?	
6.5. Who is the emergency contact person?	
6.6. Is transportation required?	

* Special health care needs, skill level, experience, accessibility, and so on.

continued

Safety and Risk-Management Form (Grade 11) *(continued)*

Additional Student Comments

Student Signature _____ Date _____

Tutor/Marker Comments

Tutor/Marker Signature _____ Date _____

I am aware that my child will be taking part in these activities and I will ensure that he or she follows all safety guidelines. I am also aware that some activities will require qualified instruction and adult supervision.

Parent/Guardian Signature

Student Signature

Date

Safety and Risk-Management Form (Grade 11)

Complete this form for physical activities with risk factor ratings of 3 or 4.

Name _____ Date _____

Physical Activity _____

1. Instruction	
Considerations	How will the consideration be addressed?
1.1. How much instruction will be required?	
1.2. Do the instructors have the necessary qualifications?	
1.3. Will a skills assessment be done to determine the participant's level of ability?	
2. Supervision	
2.1. What level of supervision will be required?	
2.2. Are emergency procedures in place?	
2.3. What equipment or supplies (e.g., phone, first aid kit) will be required?	
2.4. Do the supervisors have adequate training to respond to an emergency?	
3. Facilities/Environment	
3.1. Have the potential hazards been identified?	
3.2. Has the area been inspected?	
3.3. Does the facility have user rules?	
3.4. Are any modifications or restrictions required?	
3.5. Will precautions be needed based upon the environment?	

Additional copies of this form are available in the learning management system (LMS).

continued

Safety and Risk-Management Form (Grade 11) *(continued)*

4. Equipment	
Considerations	How will the consideration be addressed?
4.1. Has the equipment been inspected and properly maintained? (e.g., skis and ski poles)	
4.2. Have modifications been made to the equipment?	
4.3. What protective equipment should be worn? (e.g., helmet, wrist guards, knee guards, elbow guards for inline skating)	
4.4. Does the equipment use require special instruction or adjustment?	
5. Clothing/Footwear	
5.1. Does the activity require special clothing or footwear?	
5.2. Will additional clothing be required to address environmental conditions? (e.g., rain jacket, hiking boots, sunscreen)	
6. Other Considerations*	
6.1. Is the activity appropriate for the physical condition of the participant?	
6.2. Will instruction be required?	
6.3. Does the participant have adequate insurance coverage?	
6.4. Will there be a need for special rules and responsibilities?	
6.5. Who is the emergency contact person?	
6.6. Is transportation required?	

* Special health care needs, skill level, experience, accessibility, and so on.

continued

Safety and Risk-Management Form (Grade 11) *(continued)*

Additional Student Comments

Student Signature _____ Date _____

Tutor/Marker Comments

Tutor/Marker Signature _____ Date _____

I am aware that my child will be taking part in these activities and I will ensure that he or she follows all safety guidelines. I am also aware that some activities will require qualified instruction and adult supervision.

Parent/Guardian Signature

Student Signature

Date

Safety and Risk-Management Form (Grade 11)

Complete this form for physical activities with risk factor ratings of 3 or 4.

Name _____ Date _____

Physical Activity _____

1. Instruction	
Considerations	How will the consideration be addressed?
1.1. How much instruction will be required?	
1.2. Do the instructors have the necessary qualifications?	
1.3. Will a skills assessment be done to determine the participant's level of ability?	
2. Supervision	
2.1. What level of supervision will be required?	
2.2. Are emergency procedures in place?	
2.3. What equipment or supplies (e.g., phone, first aid kit) will be required?	
2.4. Do the supervisors have adequate training to respond to an emergency?	
3. Facilities/Environment	
3.1. Have the potential hazards been identified?	
3.2. Has the area been inspected?	
3.3. Does the facility have user rules?	
3.4. Are any modifications or restrictions required?	
3.5. Will precautions be needed based upon the environment?	

Additional copies of this form are available in the learning management system (LMS).

continued

Safety and Risk-Management Form (Grade 11) *(continued)*

4. Equipment	
Considerations	How will the consideration be addressed?
4.1. Has the equipment been inspected and properly maintained? (e.g., skis and ski poles)	
4.2. Have modifications been made to the equipment?	
4.3. What protective equipment should be worn? (e.g., helmet, wrist guards, knee guards, elbow guards for inline skating)	
4.4. Does the equipment use require special instruction or adjustment?	
5. Clothing/Footwear	
5.1. Does the activity require special clothing or footwear?	
5.2. Will additional clothing be required to address environmental conditions? (e.g., rain jacket, hiking boots, sunscreen)	
6. Other Considerations*	
6.1. Is the activity appropriate for the physical condition of the participant?	
6.2. Will instruction be required?	
6.3. Does the participant have adequate insurance coverage?	
6.4. Will there be a need for special rules and responsibilities?	
6.5. Who is the emergency contact person?	
6.6. Is transportation required?	

* Special health care needs, skill level, experience, accessibility, and so on.

continued

Safety and Risk-Management Form (Grade 11) *(continued)*

Additional Student Comments

Student Signature _____ Date _____

Tutor/Marker Comments

Tutor/Marker Signature _____ Date _____

I am aware that my child will be taking part in these activities and I will ensure that he or she follows all safety guidelines. I am also aware that some activities will require qualified instruction and adult supervision.

Parent/Guardian Signature

Student Signature

Date

**Physical Activity Plan
Parent/Guardian Consent Form
(Grade 11)**

(Required for students under 18 years of age)

Dear Parent/Guardian,

Please review this form and, upon agreement, provide your signature.

I _____, parent/guardian of
Name of Parent/Guardian

Name of Son/Daughter

do hereby certify and acknowledge the following:

- I have reviewed my son's/daughter's personal Physical Activity Plan.
- I approve of the Plan and the safety guidelines specified by my son/daughter.
- I understand that my son/daughter may not begin to record physical activity hours until the Plan is approved by the tutor/marker.
- I understand that the Physical Activity Logs in upcoming modules must reflect only those activities that were included as part of the approved Plan.

Parent/Guardian Signature

Date

Student Signature

Date



Assignment 1.2: Finalizing Your Physical Activity Plan (continued)

Part C: Telephone Conversation with Your Tutor/Marker

In a regular classroom, students who communicate with their teachers have an easier time completing their courses than those who do not communicate. It's the same with independent learners; those who stay in touch with their tutor/markers finish the course faster and with less hassle. That's because your tutor/marker is available to answer your questions and to encourage you.



To meet the criteria for your Physical Activity Plan, you will need to have a telephone conversation with your tutor/marker. Its purpose is to give you and your tutor/marker the chance to review your Plan, including your safety and risk-management measures. This will help ensure that your Plan is as effective and safe as possible. It is your responsibility to make this phone call and you must make it before you submit Module 1 to the Distance Learning Unit.

First, contact your tutor/marker to make an appointment for this conversation. Your phone conversation may take up to 20 minutes, so you need to ensure that both of you are available for this time. Your tutor/marker's name and phone number were provided on a Record of Progress Sheet that was mailed to you with the course package (on a separate white sheet). If you can't find it, contact the Distance Learning Unit at 1-800-465-9915.

To prepare for your telephone conversation, have a copy of your Plan in front of you. Jot down any questions that you might have about your Plan, or anything else in the course. Then do the following:

1. Find your tutor/marker's phone number. You can find it on a separate letter that came with this course. If you can't find it, contact the Distance Learning Unit at 1-800-465-9915.

continued



Assignment 1.2: Finalizing Your Physical Activity Plan (continued)

2. Review the following questions to prepare for your conversation. Your tutor/marker may not ask each of them, but review them anyway so that you will have something to say. The more your tutor/marker knows about you, the more he or she will be able to help you with your course. So, don't answer with just a "yes" or a "no"; give as much information as you can.
 - a. Why are you taking this independent study course? (Is it to earn a credit, to graduate, to be admitted into a post-secondary institution?)
 - b. Are you currently in school? (Many independent learners do not attend school.)
 - c. Are you taking other courses? If so, which one(s)?
 - d. Do you have a job? If so, is it full-time or part-time?
 - e. When is the best time for you and your tutor/marker to speak to each other on the phone?
 - f. What are your study times (e.g., time of day, weekday, weekend)?
 - g. When do you plan to finish this course?
 - h. What are your long-term and short-term goals (e.g., jobs, careers, further study)?
 - i. Do you plan on mailing or electronically submitting your assignments to the Distance Learning Unit?
 - j. Have you selected a learning partner for this course?
 - k. What are some activities you are including in your Physical Activity Plan, and why?
 - l. Do you anticipate being able to access all the equipment, resources, and facilities you need to complete these activities?
 - m. What research have you done to help you determine the safety and risk-management measures required for your selected activities?
3. Think of some questions that you might like to ask your tutor/marker. If you like, jot them down.

continued



Assignment 1.2: Finalizing Your Physical Activity Plan (continued)

Assignment 1.2, Part C: Telephone Conversation with Your Tutor/Marker—Criteria

Your completed assignment must meet these criteria:

1. You and your tutor/marker had a telephone conversation.
2. You and your tutor/marker discussed your Physical Activity Plan.
3. You and your tutor/marker discussed your safety and risk-management measures.



Remember, if your assignment does not meet the criteria identified for Parts A, B, and C, your tutor/marker will have to send it back to you to redo. To receive a Complete designation for this course, all your assignments must meet the specified criteria.

Notes

OUT-of-Class Safety Handbook

A Resource for Grades 9 to 12
Physical Education/
Health Education



OUT-OF-CLASS SAFETY
HANDBOOK

A Resource for Grades 9 to 12
Physical Education/Health Education

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Every effort has been made to acknowledge original sources and to comply with copyright law. If cases are identified where this has not been done, please notify Manitoba Education, Citizenship and Youth. Errors or omissions will be corrected in a future edition. Sincere thanks to the authors and publishers who allowed their original material to be used.

Any websites referenced in this document are subject to change. Educators are advised to preview and evaluate websites and online resources before recommending them for student use.

Print copies of this resource can be purchased from the Manitoba Text Book Bureau (stock number 80593 for print copy and CD, or stock number 80598 for CD only). Order online at <www.mtbb.mb.ca>.

This resource is also available on the Manitoba Education, Citizenship and Youth website at <www.edu.gov.mb.ca/k12/cur.physhlth/index.html>.

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PURPOSE

The *OUT-of-Class Safety Handbook* has been developed to

- promote safe participation for OUT*-of-class physical activity** in Grades 9 to 12 Physical Education/Health Education (PE/HE)
- assist schools/divisions in developing local policy regarding risk management for PE/HE OUT-of-class physical activity
- provide schools/divisions with a listing of possible physical activities, including general and activity-specific safety information, to help guide students and parents† in choosing physical activities and managing risk for chosen OUT-of-class physical activities
- provide schools/divisions with sample sign-off forms for the OUT-of-class component of Grades 9 to 12 PE/HE courses

* OUT refers to OUT-of-class time that is student-directed and based on learning outcomes from the curriculum that promote participation in physical activity. For more detail about the term "OUT-of-class" and other key terms used in this document, please refer to the Glossary of Terms in Appendix F.

** In this document the term "physical activity" refers to all forms of large-muscle movement, including sports, dance, games, walking, and exercise for fitness and physical well-being. It may also include physical therapy or mobility training for students with special needs.

† In this document the term "parents" refers to both parents and guardians and is used with the recognition that in some cases only one parent may be involved in a child's education.

INTRODUCTION

This safety handbook has been designed to support the development of local risk management policies for Grades 9 to 12 PE/HE OUT-of-class physical activities. With this document, Manitoba Education, Citizenship and Youth is proposing a risk management approach that is consistent with departmental policy for implementing these courses, suggesting that for non-school-based* OUT-of-class activities that are not being directly organized by the school/division, parents (or students 18 years and older) are responsible for ensuring, to the extent reasonably possible, that their children receive the appropriate level of instruction and/or supervision while participating in these activities and that the facilities and equipment they use are safe. This approach also assumes that parents and students will receive safety information and risk management strategies for students' chosen activities.

However, school boards may still decide to adopt risk management policies that differ from the proposed approach. For example, a local policy may require the school/division to investigate, to some degree, community-based programs to ensure that students receive the appropriate level of instruction and/or supervision and that the facilities and equipment they use are safe.

In the case of school-based** OUT-of-class activities, the school board would continue to assume responsibility for managing risk.

While all physical activities have an inherent level of risk and there is no way to completely avoid it, this risk can be minimized through safety awareness and risk management. As part of the PE/HE OUT-of-class component, students are provided the opportunity to take greater ownership of their physical fitness and to choose physical activities suited to their own interests. The choice of activities is subject to acceptance by the school and then approval by the parent when the student is under 18 years of age. Therefore, students are participating at their own risk, responsible for their own safety, or sharing this responsibility, when applicable, with their parents (students under 18 years of age) and/or the leaders of their chosen physical activity program.

Risk management is the process of identifying inherent or potential risks involved with any activity and then identifying strategies to minimize the risk of injury during participation in the activity, whether it is school-based or non-school-based. Managing the risk and safety of school-based activities selected for OUT-of-class programming continues to fall primarily under the jurisdiction of the school board and its employees.

* Non-school-based activities are home-, community- or independently based activities that are not directly organized by the school or school division, such as community sports, classes and clubs, and exercising at home. Students may at times be involved in these activities during regular school hours.

** School-based activities that may be selected for the OUT-of-class component of PE/HE are organized by the school/division. These activities include those related to sports teams, intramurals, clubs, field trips, as well as others.

For OUT-of-class, school-based activities, as for IN-class delivery of the program, schools continue to follow local policies and procedures. They may also continue to use *Safety Guidelines for Physical Activity in Manitoba Schools* and *YouthSafe Manitoba: School Field Trip Resource* when further developing or revising local policy and procedures, as well as when obtaining information related to equipment, facilities, supervision, teaching progressions, and risk management. Alternatively, for non-school-based activities, safety and risk are managed independently from the school by students, parents, community members, and/or community organizations. The school and its staff are still responsible for informing students and parents of the risks involved and the ways in which physical activity can be made safer, but they are not providing direct supervision. Informing students and parents of the recommended safety practices for participating in their chosen physical activities (and being able to demonstrate that they have received this information) will help to ensure minimal risk for students.

Students, parents, the school, and the community are all involved in managing risk during the OUT-of-class component of PE/HE programming. As a result, students not only learn how to engage in healthy physical activities, but they also learn how to engage in them safely.

Background

As part of the *Healthy Kids, Healthy Futures Task Force Report* (June 2005), the following recommendations were accepted by the Government of Manitoba:

- To not just recommend but mandate the amount of time that Grade 9 and Grade 10 students spend in PE/HE classes. Schools can choose to meet the mandated times within the timetable or use an OUT-of-classroom model for up to 20 hours of the mandated 110 hours. This should be implemented before the fall of 2007.
- To develop a PE/HE curriculum for Grade 11 and Grade 12 students. This should be implemented before the fall of 2008.
- To require all Grade 11 and Grade 12 students to complete two PE/HE credits for graduation in addition to the two credits required in Grade 9 and Grade 10. Schools may choose to include the PE/HE credits in the timetable or use an OUT-of-classroom model.

Furthermore, the *Task Force Report* encourages parents, students, and schools to work together to determine what will work best in their community to

- help youth take greater ownership of their own physical fitness
- promote the discovery of activities suited to their own individual interests
- encourage active lifestyles that persist into their futures

The choice of the OUT-of-class model was provided to allow more flexibility for schools based on the availability of facilities. It gives families, students, and schools more options in their efforts to increase physical activity. As well, schools, local recreation and sports-related organizations are encouraged to explore how schools and community facilities could be jointly used.

As per *Implementation of Grades 11 and 12 Physical Education/Health Education: A Policy Document* (p. 13):

Schools and school divisions are required to develop a risk management policy related to the OUT of Class Physical Activity Practicum, as well as provide risk management measures and a teacher and parent/guardian sign off process that aligns with government policy.

Organization of the Document

This document is intended to assist schools/divisions in developing their risk management policy. It outlines suggested roles and responsibilities for managing risk in OUT-of-class physical activities as part of Grades 9 to 12 PE/HE courses. It describes a suggested sign-off process that may be used to ensure that the student and parent (or only the student if 18 years or older) have chosen physical activities that are as safe as possible and are appropriate to meet the learning outcomes. It also discusses the legal responsibility for safety and protection and liability. Furthermore, it provides a suggested step-by-step process for establishing local policy and regulations. Much of the risk management content of the document is based on information from *Safety Guidelines for Physical Activity in Manitoba Schools* and *YouthSafe Manitoba – School Field Trip Resource**.

The following appendices provide additional information and tools for planning, teaching, and assessment:

- **Appendix A: Sample Local Policy & Regulations** includes a sample policy for managing risk in OUT-of-class physical activities at the local level.
- **Appendix B: Sample Parent Declaration and Consent & Student Declaration Forms** includes sample forms for the pre-sign-off process.
- **Appendix C: Physical Activity Inventory** includes an inventory of possible physical activity choices for the OUT-of-class component of Grades 9 to 12 PE/HE courses.
- **Appendix D: General Safety Guidelines** includes general safety guidelines that schools and divisions may use to help guide students to manage risks in any physical activity they may choose.
- **Appendix E: Physical Activity Safety Checklists** includes specific safety information provided through a collection of activity-specific safety checklists that recommend strategies that may be applied to chosen physical activities.
- **Appendix F: Glossary of Terms** includes definitions of specific terms used in this document.

* **Disclaimer:** Safety information and recommendations contained in the present document are believed to reflect best practice. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

IMPLEMENTING RISK MANAGEMENT MEASURES FOR OUT-OF-CLASS PHYSICAL ACTIVITIES

Roles and Responsibilities

Students, parents, school administrators, teachers, school divisions, and Manitoba Education, Citizenship and Youth (MECY) are all involved in the implementation of the OUT-of-class model and related risk management measures for PE/HE courses in Grades 9 to 12. Therefore, it is important that roles and responsibilities are clearly outlined. The following are presented as they appear in *Implementation of Grades 11 and 12 Physical Education/Health Education: A Policy Document* and relate specifically to risk management. For a complete listing of these roles and responsibilities, refer to the document online at www.edu.gov.mb.ca/k12/docs/policy/imp_pehe/index.html.

Students should

- discuss with parents and provide the school with a completed and signed copy of the Pre-Sign-off Form*. The form requires the signature of a parent if the student is under the age of 18, or the student's signature if he or she is 18 or older. In some circumstances, parents may be required to sign for students who are 18 or older (e.g., students with severe disabilities).
- indicate to the school, prior to commencing the activities and at the time specified by the school, their intention to participate in activities that contribute to their personal fitness plan and are consistent with school/divisional policy and risk management measures for the purpose of obtaining a PE/HE credit.
- assume, along with parents, responsibility for safety. Students should discuss concerns related to the selected physical activity with their parents and, together, they should exercise discretion and be aware of safety issues and the appropriate level of instruction and/or supervision before deciding to participate in the physical activity.

Parents should

- exercise discretion, be aware of safety issues and the recommended level of supervision, and discuss with the school and student any concerns about the nature of the activity.
- assume responsibility for monitoring safety. Before making any physical activity choice(s), parents should be aware of safety issues, such as staffing qualifications, child abuse registry policy, and the community organization's or group's liability insurance coverage.

* Sample Pre-Sign-off Forms include the **Parent Declaration and Consent Forms** and **Student Declaration Forms** found in Appendix B of this document.

- approve the OUT-of-class activity, taking into consideration the general state of health of the student, information on risk, safety, school division policy, the educational and physical benefit to the student, and costs, if applicable.
- complete paperwork and provide Parent/Guardian Pre- and Post-Sign-off Forms for the selected activity and for the documentation provided to the school for evaluation purposes (e.g., physical activity log). Students who are 18 years of age or older are required to provide documentation for evaluation purposes.

School Administrators

- implement the appropriate administrative process for PE/HE courses and related OUT-of-class activities, including the provision of Parent/Guardian Pre- and Post-Sign-off Forms to participating students.
- establish a procedure for implementing risk management measures.
- inform students and parents about the IN-class and/or OUT-of-class delivery model and the requirements for successful completion.

Teachers

- provide guidance to students regarding their selection of and participation in the OUT-of-class activities, as appropriate.
- sign off on the student-selected activity in accordance with the school/division policy.
- require students to demonstrate awareness of the safety information related to the approved activity(ies).

School Divisions

- develop policy for the IN-class and OUT-of-class delivery model that includes risk management.
- develop and provide safety information that aligns with the Department's policy information and guidelines.

Manitoba Education, Citizenship and Youth

- provides policy information and guidelines for the OUT-of-class delivery model.
- provides risk management guidelines to support the development of local policy. The guidelines include sample teacher/parent sign-off forms.
- provides professional learning opportunities to support the implementation of the new PE/HE curriculum in Grades 11 and 12.

The Sign-off Process

Implementation of Grades 11 and 12 Physical Education/Health Education: A Policy Document requires a teacher and parent/guardian pre- and post-sign-off process for the OUT-of-class delivery model. As schools are developing their local policies and procedures, the following must be taken into consideration:

- If a parent/guardian is unwilling to approve the OUT-of-class time component outlined by the school, the school should provide other opportunities for the student to meet the time expectation, such as IN-school supervised activities (e.g., intramurals, fitness clubs). Examples of circumstances that may necessitate this special type of support are exceptional learning needs, safety concerns, and religious and cultural values.
- At a parent's/guardian's request, a school offering a 100% IN-class model must allow the student to opt for a minimum 25% OUT-of-class option as part of a personalized Physical Activity Practicum. Schools will determine eligibility of a higher percentage based on local policy.
- For students who cannot achieve the required credit or credits because of exceptional circumstances (e.g., unforeseen serious physical or medical limitation, cultural values), the school administrator, in discussion with parents/guardians, can decide to substitute a maximum of two credits, as per school division policy and existing departmental policy. This substitution of credits must be reported to the Department.
- Physical activities selected for the OUT-of-class component do not qualify when the activities are related to another course for which the student receives credit (e.g., school-initiated courses related to dance or sports).

The Sign-off Process for OUT-of-Class Activities

Schools/divisions are responsible for ensuring, through a sign-off process, that

- the student's choices of OUT-of-class physical activities for the course have been accepted by the teacher, based on criteria for completion and divisional policy, and approved by the parent (if the student is under 18 years of age)
- the student and parent (or only the student if 18 years or older) have been informed about the recommended safety guidelines and risk management strategies related to the student's chosen physical activities
- the student and parent (or only the student if 18 years or older) are aware of their responsibility for the student's safety during participation in the selected physical activities
- the student has completed the requirements of the Physical Activity Practicum

There are two parts to the sign-off process involving the student, parent, and teacher: pre-sign-off and post-sign-off.

Pre-Sign-off Process

- The purpose of the **student** pre-sign-off is to
 - identify what physical activities the student has chosen for his or her Physical Activity Practicum based on division policy
 - demonstrate awareness of safety guidelines and risk management strategies
- The purpose of the **parent** pre-sign-off is to
 - demonstrate agreement with their child's choice of physical activities
 - demonstrate an assumption of responsibility for monitoring their child's safety during participation in these activities
- The purpose of the teacher pre-sign-off for non-school-based and/or OUT-of-class school-based activities is to
 - show acceptance of the Physical Activity Plan (i.e., that the student has met the criteria for completion of the plan, addressing factors such as personal goals, frequency of participation, intensity level, amount of time, and type of physical activity)
 - acknowledge that the student has demonstrated an understanding of the risk management process and appropriate planning related to physical activity
 - ensure the student is aware of the safety guidelines and risk management information and associated responsibilities for discussion with parents for their approval

The following steps are suggested to help facilitate the **pre-sign-off** process:

- a. The PE/HE teacher provides student orientation regarding the Physical Activity Practicum requirements, Personal Physical Activity Plan, and risk management.
- b. The student selects eligible physical activities in consultation with the PE/HE teacher and parents, and as per division policy.
- c. The student, with teacher guidance, develops a Personal Physical Activity Plan that includes safety guidelines and risk management strategies.
- d. The PE/HE teacher accepts the proposed plan, based on criteria for completion and divisional policy, and signs it.
- e. The student and parents (or only the student if 18 years or older) show acceptance of the Personal Physical Activity Plan and of the responsibility for safety by signing the Declaration and Consent Form.

Post-Sign-off Process

- The purpose of the post-sign-off for the **student** and the **parents** is to show that the student has fulfilled the requirements of the Physical Activity Practicum (i.e., a minimum of 55 hours of moderate to vigorous physical activity that is safe, ethical, and age/developmentally appropriate).

NOTE

In cases where students in foster care are involved, the court has granted guardianship to the agency. The agency director (or designate, which is typically the social worker) signs as the Legal Guardian, which includes the consent required as part of the pre sign off. However, the foster parent can sign the Post Sign off Form to provide evidence that the student has completed the requirements of the Physical Activity Practicum. In cases where a child is in care under a Voluntary Placement Agreement (VPA), the parent remains the child's legal guardian and the parent's signature is required for consent.

Eligible Activities*

The purpose of the student-directed OUT-of-class component of the course is to encourage youth to take greater ownership of their physical activity and become involved in physical activities suited to their own individual interests and abilities. These activities should be safe, ethical, and age/developmentally appropriate. Completion of each of the Physical Activity Practicums for Grades 11 and 12 requires a minimum of 55 hours of physical activity at a moderate to vigorous level of intensity that contributes to cardio-respiratory endurance (heart, lungs, circulatory system) plus one or more of the health-related fitness components (muscular strength, muscular endurance, and flexibility).

As per departmental policy, physical activities selected for the OUT-of-class component of the course do not qualify when the activities are related to another course for which the student receives credit (e.g., school-initiated courses related to dance or sports).

Certain high-risk activities that are inherently dangerous may be prohibited by the school/division as part of the OUT-of-Class Physical Activity Practicum. The Department recommends that the local policy exclude these activities from eligibility for credit under any circumstances. This policy might also require that certain activities (e.g., trampolining), which are known to be associated with a higher rate of injury when unsupervised, be directly supervised by a qualified instructor or coach to be eligible for credit. Other risk factors, conditions, or exceptional circumstances may also need to be considered prior to acceptance.

A Physical Activity Inventory (Appendix C) has been provided to help divisions/schools develop their eligible activities list. Any activities not included in the eligible activity list will need to be approved by the school/division according to the process outlined in its policy.

* For a complete list of the physical activities for which safety checklists have been provided in Appendix E, please refer to the Physical Activity Inventory in Appendix C.

Safety Information

The general safety guidelines and specific physical activity safety checklists contained in Appendix D and Appendix E of this document have been developed to assist teachers in their preparations of learning activities about risk management and physical activity. They also will help guide students and parents involved in the planning of OUT-of-class physical activities for PE/HE. This safety information and recommendations are believed to reflect best practice. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

The general safety guidelines section of the document presents a process for managing risk for any physical activity. This section also describes the Risk Factor Rating (RFR), which is the scale for determining the general level of risk of an activity. This scale, which is outlined in the table below, was developed for this document to categorize each activity by the level of risk one can expect when participating in it. The level of risk, or RFR, is indicated by a rating scale from 1 to 4, where an RFR of 4 represents the highest risk. The rating is based on the prevalence of safety considerations involved in the activity as well as the recommended level of instruction and supervision. This rating appears on all the physical activity safety checklists as well as the activity inventory of suggested activities included in this document.

RFR Risk Factor Rating	Level of safety concerns, instruction, and supervision recommended	Examples
1	There are few safety concerns for this physical activity; little or no qualified instruction or adult supervision are required.	Walking Stretching
2	There are some safety concerns for this physical activity, qualified instruction is recommended, and little or no adult supervision is required.	Racquetball Ice Skating
3	There are several safety concerns for this physical activity; qualified instruction is required, and adult supervision is recommended.	Snowboarding Field Hockey
4	There is a high level of safety concerns for this physical activity, and qualified instruction and adult supervision are required.	Swimming Karate

The general safety guidelines also outline risk management strategies according to each of the following risk factors that may be involved during participation in any physical activity:

- Level of instruction
- Level of supervision
- Facilities
- Environment
- Equipment
- Clothing/footwear
- Personal and other considerations

Each specific physical activity safety checklist indicates the Risk Factor Rating as well as a number of risk management strategies recommended as minimum standards for participation in what are predominantly organized programs. Instructors, coaches, or program leaders of OUT-of-class physical activities may also impose more stringent safety standards. These standards may vary according to the nature of the activity (e.g., recreational versus competitive). Any number of variables may increase or decrease the risks involved, such as the student's personal experience, skill level and physical condition, the level of intensity of the activity, as well as the student's personal behaviour during participation.

SAFETY, LIABILITY, AND INSURANCE

OUT-of-Class Activities

School-Based:

Safety is of particular concern in planning and implementing physical education. For IN-class and OUT-of-class activities that are organized by the school (i.e., school-based activities), the primary responsibility and legal liability* for ensuring safe practices rests with the school division and its employees. Schools must develop safe routines and procedures, and teachers need to be knowledgeable about the best safety practices, regardless of whether the teaching, learning, and assessment take place in the classroom, gymnasium, playground, or alternative environments.

Teachers are responsible for providing students with a wide variety of challenging movement experiences in physically active settings and must anticipate hazards and minimize the inherent risks in physical activity. Expertise in physical activity management is essential. For some specific physical activities/programming, such as aquatics and cardio-pulmonary resuscitation (CPR), it is recommended that certified training be required.

As a general rule, teachers will be held to the standard of care of a careful or prudent parent. The application of this standard of care will vary from case to case and will depend upon the following factors:

- the number of students being supervised at any given time
- the nature of the exercise or activity in progress
- the age and the degree of skill and training the students have received in connection with the activity
- the nature and condition of the equipment in use at the time
- the competency and capacity of the students involved
- a host of other factors that may be widely varied but may also, in a given case, affect the application of the prudent-parent standard to the conduct of the school staff

* **Liability** is the legal responsibility for one's actions or for one's failure to act. A person or other entity that fails to meet this responsibility is vulnerable to be sued (i.e., be a defendant) in a lawsuit by a body that feels somehow wronged by this failure to meet this responsibility (i.e., a plaintiff). The plaintiff must prove the legal liability of the defendant in order to receive a court order for the defendant to pay damages or to otherwise remedy the situation (such as by fulfilling the terms of a contract). To prove liability the plaintiff must present evidence that the defendant had a responsibility failed to fulfill that responsibility, and the plaintiff suffered harm or injury as a result of this failure.

Canadian courts have held that school staff members who are responsible for a subject area that requires expertise will be held to a higher professional standard of care. For example, a physical education teacher may be presumed to know more about the dangers inherent in artistic gymnastics than would a careful parent. Accordingly, he or she will be held to the standard of a physical education specialist with training and experience in artistic gymnastics. Sections 86, 87, and 90 of The Public Schools Act address exemption from liability in areas of physical education, and may provide some degree of exemption from liability and negligence*. However, it is important that school divisions be aware that it is their primary responsibility to ensure safe practices when planning and implementing physical education. As mentioned above, Canadian courts have found physical education teachers to be negligent in several cases involving students who were injured during physical education classes, and, in doing so, have rejected the lower “careful- and prudent-parent” standard of care when assessing negligence and adopted instead the higher “physical training instructor” professional standard of care. This is because many physical education activities require specialized knowledge, training, and experience from the teacher. For example, where students are engaging in archery activities, the teacher and school authorities will be required to act as a careful or prudent parent having the specialized expertise demanded of an archery instructor.

The Supreme Court of Canada has said that to determine whether a physical education teacher has not been negligent or in breach of the necessary and appropriate standard of care, the following criteria must be considered:

1. Is the activity suitable to the mental and physical condition, as well as the age of participating students?
 2. Have the students been progressively taught and coached to perform the activity[ies] properly and to avoid the dangers inherent in the activity[ies]?
 3. Is the equipment adequate and suitably arranged?
 4. Is the activity being supervised properly in light of the inherent danger involved?
- (Myers v. Peel County Board of Education [1981], D.L.R. [3d] 1 [S.C.C.])

It should be noted, however, that this list is not all-inclusive and other considerations may be relevant in determining negligence: Is the activity sanctioned by the school administration and school authority, and have students been informed of the risks and responsibilities (e.g., safety procedures, behaviour expectations, and consequences) of participation? (YouthSafe 7–8)

Non-School-Based

For OUT-of-class activities that are not organized by the school (i.e., non-school-based activities), the primary responsibility and legal liability for ensuring safe practices rests

* **Negligence** is a breach of the legal duty to take care which results in harm or injury, undesired by the person who is negligent, to the person who is harmed or injured.

with the students, parents, and community organizations that organize and provide the coaches/instructors for the activity. It is intended that the OUT-of-class activities will be conducted using risk management measures based on this document. It is advisable for schools/divisions to prohibit and not consider eligible under any circumstances some very high-risk activities that are inherently dangerous, such as motorcycle jumping. It is also advisable for schools/divisions to place restrictions on other very high-risk activities that are known to be associated with a higher rate of injury or more severe injury when unsupervised, or require that these sorts of activities be directly supervised by a qualified instructor or coach to be eligible for credit. The physical activity safety checklists provided in this document can be used to guide students/parents so as to minimize, to the greatest extent possible, the risk of preventable accident or injury and promote safe participation practices for those activities.

Safety and Liability

School-Based

There is always a risk that a student will be injured while (or as a consequence of) participating in a school program or course and the school division, trustees, teachers, or principals will be sued on the basis that their negligence was a cause of the student's injury or death.

As mentioned, a person is negligent when he or she (the defendant) breaches his or her legal duty to take care, resulting in injury to a person (the plaintiff). In determining whether or not there has been a breach of duty, the courts consider the actions of the defendant and measure them against the court's concept of how a reasonable adult would have acted in similar circumstances. To establish liability, the courts require the plaintiff to show:

- (i) he or she was owed a duty of care by the defendant;
- (ii) the defendant should have met a particular standard of care in order to fulfill that duty;
- (iii) the defendant breached his/her duty of care by not meeting the relevant standard of care;
- (iv) the breach of duty caused injury to the plaintiff; and
- (v) the injury was not too remote a consequence of the breach so as to render the defendant not liable for its occurrence. (Fridman)

Therefore, to prove negligence, a student would have to prove, among other things, that the school board, teacher, or trustee failed to follow the standard of care that would have been reasonable in the circumstances. In general, as previously mentioned, the courts have said that the standard of care for teachers is that of a careful or prudent parent. However, the courts have also said that the standard of care for physical education teachers is a higher standard, namely that of a prudent and careful parent having the supra-parental expertise demanded of a physical education teacher. The application of

this standard of care will vary, depending on the facts of each case, and will depend on the age of the students, the training the students may have received in the activity, and many other matters. Moreover, to prove negligence, a student must prove that failure to take such care caused harm to the student – that is, “but for” the breach of the relevant standard of care, the harm would not have occurred. So, there are rigorous hurdles that would have to be met by a student in order to prove negligence.

Non-School-Based

With respect to OUT-of-class PE/HE activities that are not organized by the school (i.e., non-school-based activities), statutory protection from liability is not considered to be required because the departmental policy relating to the program suggests that parents be responsible for investigating whether the instructor of the non-school-based OUT-of-class program is competent to instruct and has the facility and equipment that provide reasonable safeguards against death or injury.

While the school may provide general guidance and safety information for students, the OUT-of-class component of the course will require the parents (if the student is under 18 years of age) to review the recommended safety guidelines for the physical activity chosen by the student, and to discuss them with their child in order to approve their child’s participation in the OUT-of-class activity. This approval helps ensure the parents understand that they and not the school are responsible for assessing the risks involved in the non-school-based activity.

The parent approval form (i.e., Parent Declaration and Consent & Student Declaration Form) also suggests that parents investigate the facilities, the equipment, and the level of instruction and/or supervision to be used by their child in the chosen activity to ensure that they meet the safety standards recommended for that activity. This could include investigating whether there is evidence of general liability coverage for facilities and personnel, as well as requirements for personnel to undergo criminal record and child abuse checks. It also asks parents to encourage their child to abide by the recommended safety guidelines and any more-stringent safety standards imposed by the coach or instructor. For students who are 18 or older, the student declaration contains similar requirements as the parental consent form, but the student completes the form (see Appendix B for sample forms).

Liability Insurance

The Manitoba Association of School Trustees (MAST) provides liability insurance protection of \$30,000,000 per occurrence to all public school divisions in Manitoba for legal liability arising from a claim against a school division resulting from bodily injury to persons or damage to property of others that is alleged to be the responsibility of the division. This protection extends to include the division’s trustees, employees, and volunteers who are acting within the scope of their duties in those capacities. Coverage includes all operations of the school division, including OUT-of-class components of school courses and extracurricular activities. In the case of non-school-based activities,

parents (or students 18 years of age and older) are responsible for investigating whether the community organization or group shows evidence of current general liability insurance for the facility and its personnel.

Group and Personal Accident Insurance

MAST also provides an option to school divisions to purchase universal first-party student accident insurance. Every student within a division that chooses this option is covered without regard to fault, 24 hours per day, every day of the year, for all school activities, including OUT-of-class activities that have been approved as part of the Personal Physical Activity Plan in Grades 9 to 12 PE/HE courses. It is assumed that this coverage would not apply to other activities unless the student's Personal Physical Activity Plan is revised prior to the occurrence of an accident. This would include having any new activities accepted by the PE/HE teacher, obtaining the recommended safety guidelines for these new physical activities, and receiving the consent of the parent (students under 18 years of age) to participate in the new activities (see Forms B2 and B4 in Appendix B). As a precautionary measure and to prevent unnecessary revisions to the student's plan, students should be encouraged to add more activities to their original plan to avoid having to add them later. Families may also obtain first-party student accident insurance coverage (e.g., Reliable Life Insurance Company program), which provides insurance coverage for students without regard to fault for any activity, whether school-related or not, 24 hours per day, every day of the year.

DEVELOPING A LOCAL POLICY

As per the policy document for implementing Grades 11 and 12 PE/HE, schools/divisions are required to develop a risk management policy for OUT-of-class PE/HE. A risk management policy for PE/HE OUT-of-class physical activities describes a school/division's philosophy in promoting safe participation by students during these activities and in assigning responsibility for ensuring this safety. It provides the regulations that must be followed in implementing risk management measures for the OUT-of-class component of Grades 9 to 12 PE/HE. This section includes suggested step-by-step information on how to create a school/division OUT-of-class physical activity risk management policy.

Step 1

Form a school/divisional committee with representatives from all groups that will be affected by this policy, such as the school board, school administrators, local teachers' organization, physical education teachers, parents, students, and community physical activity leaders.

Step 2

Determine the delivery model(s) that schools in the division will be implementing for PE/HE in Grades 9 to 12.

- In Grades 9 and 10, schools can choose to meet the mandated times within the timetable, or use an OUT-of-classroom model for up to 20 hours of the mandated 110 hours.
- In Grades 11 and 12, schools may choose to include the PE/HE credits in the timetable or use an OUT-of-class model up to 75% of the mandated 110 hours for each credit. OUT-of-class activities may be school-based or non-school-based.

Step 3

Discuss the purpose and goals of your policy. Create your own philosophy statement.

Step 4

Develop your policy statements. Consider areas, such as

- process for educating teachers, students, and parents about safety
- process for communication and parental sign-off
- process for managing and evaluating students
- physical activity safety information
- ineligible activities (e.g., high-risk activities)
- process for adding activities to the eligible activities list

Step 5

Be sure someone is responsible for monitoring and evaluating the effectiveness of the policy. Gather data through discussion and surveys to ensure safety is being promoted for OUT-of-class activities.

Refer to Appendix A for sample local policy and regulations.



OUT-OF-CLASS SAFETY HANDBOOK

Appendix A

Sample Local Policy & Regulations

The following sample policy, based on the fictional “Manitoba School Division,” is intended to assist school divisions in developing their own OUT-of-class physical activity risk management policies. The structure and content is to be modified and adapted as is appropriate.

To facilitate their adaptation, versions in Microsoft Word format are provided on the accompanying CD and available on the Department website at <www.edu.gov.mb.ca/k12/cur/physhlth/index.html>.

APPENDIX A: SAMPLE LOCAL POLICY & REGULATIONS

MANITOBA SCHOOL DIVISION

Risk Management for OUT-of-Class Physical Activity Grades 9 to 12 Physical Education/Health Education

Philosophy Statement

The board recognizes the importance of risk management in promoting safe participation in physical activities. It also recognizes that the responsibility for the care and safety of students for the OUT-of-class delivery of Grades 9 to 12 Physical Education/Health Education (PE/HE) is shared by the home, school, and community.

Rationale

As part of the Grades 9 to 12 PE/HE courses, students may participate in OUT-of-class physical activities to fulfill the practical requirements for these courses. Students may choose among a variety of OUT-of-class physical activities organized by “Manitoba School Division” (MSD) schools, which include interscholastic, intramural, and club activities, or they may choose to participate in non-school-based activities (community- or independently based activities that are not directly organized by the school or school division, such as community sports, classes and clubs, and exercising at home). Although there is an inherent risk to all physical activities, the board believes this risk can be significantly reduced when participants receive appropriate instruction and/or supervision and participate in an environment where rules and routines governing safety are taught and enforced. It is primarily the school board and its employees that manage the risk and safety of school-based activities selected for OUT-of-class programming. Alternately, for non-school-based activities, safety and risk are managed independently from the school by students, parents, community members, and/or community organizations.

Policy

1. Schools will provide students and parents/guardians with the safety information associated with each student's chosen physical activities for the OUT-of-class component of Grades 9 to 12 PE/HE as contained in Manitoba Education, Citizenship and Youth's *OUT-of-Class Safety Handbook*.
2. Unless otherwise prohibited by the school board, physical activities chosen for the OUT-of-class component of PE/HE courses must be selected from the list supplied in the *OUT-of-Class Safety Handbook*. Any activities not included and dissimilar from any in this activity list will need to be approved by the PE/HE teacher unless the activity is considered high risk (i.e., Risk Factor Rating of 4 according to the resource). For these higher-risk activities, inclusion for the OUT-of-class component will require school board approval. Recommended safety guidelines for these new activities will need to be developed prior to parental approval.
3. The following activities are prohibited by the school board as part of the OUT-of-class component of PE/HE courses:
 - *(Insert specific activities as determined by local authorities.)*
4. The PE/HE teacher will guide the student in developing a Personal Physical Activity Plan for the OUT-of-class component, and will sign the plan as an indication to the student and parent/guardian that it has been accepted.
5. The parent/guardian and student (or only the student if 18 years and older) will sign off on the plan via the Parent Declaration and Consent & Student Declaration Form (or Student Declaration Form for students 18 years and older), giving the parent/guardian's consent to the student's choice of activities indicated in her or his Personal Physical Activity Plan, acknowledging receipt of the recommended safety guidelines for these activities, and accepting responsibility for monitoring the student's safety in OUT-of-class activities.
6. The student will submit the signed consent/declaration form to the PE/HE teacher.
7. If the student wants to choose other physical activities that are not part of the original Personal Physical Activity Plan for the OUT-of-class component of this course, the student must have these new physical activities accepted by the PE/HE teacher, obtain the recommended safety guidelines for these new physical activities, and receive the parent's consent (students under 18 years) via the Parent Declaration and Consent & Student Declaration Form for new activities (students 18 years or older must complete the Student Declaration Form for new activities).
8. The PE/HE teacher will be assigned time to meet with the student on a regular basis for managing and evaluating progress for the OUT-of-class component of the course.
9. When students participate in these activities, school division personnel will not inspect the facilities or equipment to be used by students for non-school-based physical activities, nor will school personnel be present or in any way involved in supervising students, nor will they be available to ensure students receive appropriate instruction.

10. The parent/guardian (or student 18 years and older) will be responsible for ensuring that the facilities, equipment, and the level of instruction and/or supervision for the non-school-based physical activities, which the student has chosen for the OUT-of-class component of the PE/HE course, meet the appropriate safety standards recommended in the *OUT-of-Class Safety Handbook*. If the parent (or student 18 years and older) does not consent to this responsibility, the student will be responsible for completing the requirements for the OUT-of-class component through participation in school-based activities.
11. For all school-based physical activities, the school division will ensure that facilities, equipment, and the level of instruction and/or supervision meet the safety standards recommended in the documents *Safety Guidelines for Physical Activity in Manitoba Schools*, *YouthSafe Manitoba: School Field Trip Resource*, and *OUT-of-Class Safety Handbook*, as per divisional policy.

Risk Factor Rating Scale

RFR	Level of safety concerns; recommended instruction and supervision	Examples
1	There are few safety concerns for this physical activity; little or no qualified instruction or adult supervision required.	Walking Stretching
2	There are some safety concerns for this physical activity; qualified instruction is recommended; little or no adult supervision is required.	Racquetball Ice skating
3	There are several safety concerns for this physical activity; qualified instruction is required; adult supervision is recommended.	Snowboarding Field Hockey
4	There is a high level of safety concerns for this physical activity; qualified instruction and adult supervision is required.	Swimming Karate



OUT-OF-CLASS SAFETY HANDBOOK

Appendix B

Sample Parent Declaration and Consent & Student Declaration Forms

The following forms have been designed so they can be customized for individual schools and divisions. To facilitate their adaptation, versions in Microsoft Word format are provided on the accompanying CD and available on the Department website at <www.edu.gov.mb.ca/k12/cur/physhlth/index.html>.

APPENDIX B1: OUT-OF-CLASS PHYSICAL EDUCATION/HEALTH EDUCATION SAMPLE PARENT DECLARATION AND CONSENT & STUDENT DECLARATION FORM

(Students under 18)

(NAME OF SCHOOL)

A student who is under the age of 18 must have this form completed to obtain credit for participation in OUT-of-class physical activities as part of the Physical Education/Health Education (PE/HE) credit for Grades 9 to 12. Please return the completed form to the PE/HE teacher.

Parent¹ Declaration:

- I understand that all the physical activities my child has chosen for the OUT-of-class component of this course have been accepted by the PE/HE teacher as indicated on my child's Personal Physical Activity Plan (attached).
- I understand that there is a risk of injury associated with all types of physical activity. I have reviewed the recommended safety guidelines² for the physical activities chosen by my child and have discussed them with my child.
- I understand that the recommended safety guidelines are believed to reflect best practice and are considered minimum standards for physical activity in an organized or formal setting. They may, however, not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.
- I am aware that school staff will not inspect the facilities or equipment to be used by my child for the non-school-based physical activities³ he/she has chosen for the OUT-of-class component of this course. I am also aware that I will therefore be responsible for ensuring, to the extent reasonably possible, that these facilities or equipment meet the recommended safety standards for the non-school-based physical activities he/she

¹ The term "parent" refers to both parents and guardians and is used with the recognition that in some cases only one parent may be involved in a child's education.

² For most activities, the recommended safety guidelines may be obtained from the teacher of this course or viewed online at the following website: *(Insert division or school URL where guidelines may be found)*.

³ Non-school-based activities are home-, community-, or independently based activities that are not directly organized by the school or school division, such as community sports, classes and clubs, and exercising at home.

has chosen for this course. This may include investigating for evidence of general liability coverage.

- I am aware that the school staff will not be present or in any way involved in supervising my child while he/she participates in the non-school-based physical activities he/she has chosen for the OUT-of-class component of this course. I am also aware that I will therefore be responsible for ensuring, to the extent reasonably possible, that while participating in non-school-based physical activities my child receives the appropriate level of instruction and/or supervision for his/her chosen activities. This may include investigating for evidence of general liability coverage and requirements for personnel to undergo criminal record and child abuse registry checks.
- I will encourage my child to abide by the recommended safety guidelines for the physical activities he/she has chosen for the OUT-of-class component of this course, and to abide by any other more stringent safety standards imposed by his/her instructors, coaches, or program leaders while he/she is participating in his/her chosen physical activities for the OUT-of-class component of this course. This is to ensure, to the extent reasonably possible, that no one is injured and no property is damaged or lost as a result of my child's participation in the OUT-of-class component of this course.
- I understand that I will be responsible for paying for any and all fees that may result from my child's participation in physical activities for the OUT-of-class component of this course.
- I understand that if my child wants to choose other physical activities for inclusion in the OUT-of-class component of this course, and these activities are not part of the attached Personal Physical Activity Plan, prior to participation my child must
 - have these new physical activities accepted by the PE/HE teacher
 - obtain the recommended safety guidelines for these new physical activities, and
 - receive my consent to participate in the new physical activities

Parent Consent:

- Having considered my child's mental and physical condition, and the risks and suitability to him/her of the physical activities he/she has chosen for the OUT-of-class component of this course, I consent to my child participating in his/her chosen physical activities.

I have read, understand, and agree with the above statements.

Parent Signature (if student is under 18 years of age)

Date

Student Declaration:

- I am aware of the recommended safety guidelines for the physical activities that I have chosen for the OUT-of-class component of this course.
- While participating, I will abide by the recommended safety guidelines that are appropriate to the nature of the activity (e.g., recreation versus competition). When applicable, I will also abide by any other more stringent safety standards imposed by my instructors, coaches, or program leaders.
- I will ensure, to the extent reasonably possible, that no one is injured and no property is damaged or lost as a result of my participation in my chosen physical activities for the OUT-of-class component of this course.
- I understand that if I want to choose other physical activities that are not part of the attached Personal Physical Activity Plan for inclusion in the OUT-of-class component of this course, prior to participation, I must
 - have these new physical activities accepted by the PE/HE teacher
 - obtain the recommended safety guidelines for these new physical activities, and
 - receive my parent’s consent to participate in these new physical activities

I have read, understand, and agree with the above statements:

_____	_____	_____
Student’s Legal Last Name	First Name	Middle Initial
_____		_____
Student Signature (if student is under 18 years of age)		Date

APPENDIX B2: OUT-OF-CLASS PHYSICAL EDUCATION/HEALTH EDUCATION SAMPLE PARENT DECLARATION AND CONSENT & STUDENT DECLARATION FORM

Revised Activity Choices (Students under 18)

(NAME OF SCHOOL)

A student who is under the age of 18 must have this form completed to obtain credit for participation in OUT-of-class physical activities as part of the Physical Education/Health Education (PE/HE) credit for Grades 9 to 12 when activity choices have been revised. Please return the completed form to the teacher of this course.

Parent¹ Declaration:

- I understand that the new physical activities my child has chosen for the OUT-of-class component of this course have been accepted by the PE/HE teacher as indicated on my child's revised Personal Physical Activity Plan (attached).
- I have reviewed the recommended safety guidelines² for the new physical activities chosen by my child and have discussed them with my child.
- I understand that the recommended safety guidelines are believed to reflect best practice and are considered minimum standards for physical activity in an organized or formal setting. They may, however, not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.
- I am aware that school staff will not inspect the facilities or equipment to be used by my child for the non-school-based physical activities³ he/she has chosen for the OUT-of-class component of this course. I am also aware that I will therefore be responsible for ensuring, to the extent reasonably possible, that these facilities and equipment meet the recommended safety standards for the non-school-based physical activities

¹ The term "parent" refers to both parents and guardians and is used with the recognition that in some cases only one parent may be involved in a child's education.

² For most activities, the recommended safety guidelines may be obtained from the teacher of this course or viewed online at the following website: *(Insert division or school URL where guidelines may be found)*.

³ Non-school-based activities are home-, community-, or independently based activities that are not organized by the school or school division, such as community sports, classes and clubs, and exercising at home.

he/she has chosen for this course. This may include investigating for evidence of general liability coverage.

- I am aware that the school staff will not be present or in any way involved in supervising my child while he/she participates in the non-school-based physical activities he/she has chosen for the OUT-of-class component of this course. I am also aware that I will therefore be responsible for ensuring, to the extent reasonably possible, that while participating in non-school-based physical activities my child receives the appropriate level of instruction and/or supervision for his/her chosen activities. This may include investigating for evidence of general liability coverage and requirements for personnel to undergo criminal record and child abuse registry checks.
- I will encourage my child to abide by the recommended safety guidelines that are appropriate for the new physical activities he/she has chosen for the OUT-of-class component of this course, and to abide by any other more stringent safety standards imposed by his/her instructors, coaches, or program leaders while he/she is participating in his/her chosen physical activities for the OUT-of-class component of this course. This is to ensure, to the extent reasonably possible, that no one is injured and no property is damaged or lost as a result of my child's participation in the OUT-of-class component of this course.
- I understand that I will be responsible for paying for any and all fees that may result from my child's participation in the new physical activities he/she has chosen for the OUT-of-class component of this course.
- I understand that if my child wants to choose other physical activities for inclusion in the OUT-of-class component of this course, and these activities are not part of the attached revised Personal Physical Activity Plan, prior to participation my child must
 - have these new physical activities accepted by the PE/HE teacher
 - obtain the recommended safety guidelines for these new physical activities, and
 - receive my consent to participate in the new physical activities

Parent Consent:

Having considered my child's mental and physical condition, and the risks and suitability to him/her of the new physical activities he/she has chosen for the OUT-of-class component of this course, I consent to my child participating in his/her chosen physical activities.

I have read, understand, and agree with the above statements.

Parent Signature (if student is under 18 years of age)

Date

Student Declaration:

- I am aware of the recommended safety guidelines for the physical activities that I have chosen for the OUT-of-class component of this course.
- While participating in these activities, I will abide by the recommended safety guidelines that are appropriate to the nature of the activity (e.g., recreation versus competition). When applicable, I will also abide by any other more stringent safety standards imposed by my instructors, coaches, or program leaders.
- I will ensure, to the extent reasonably possible, that no one is injured and no property is damaged or lost as a result of my participation in my chosen physical activities for the OUT-of-class component of this course.
- I understand that if I want to choose other physical activities that are not part of the attached revised Personal Physical Activity Plan for inclusion in the OUT-of-class component of this course, prior to participation I must
 - have these new physical activities accepted by the PE/HE teacher
 - obtain the recommended safety guidelines for these new physical activities, and
 - receive my parent’s consent to participate in these new physical activities

I have read, understand, and agree with the above statements:

_____	_____	_____
Student’s Legal Last Name	First Name	Middle Initial
_____		_____
Student Signature (if student is under 18 years of age)		Date

APPENDIX B3: OUT-OF-CLASS PHYSICAL EDUCATION/HEALTH EDUCATION SAMPLE STUDENT DECLARATION FORM

(To be completed by students 18 years and older)

(NAME OF SCHOOL)

A student who is 18 years of age or older must complete this form to obtain credit for participation in OUT-of-class physical activities as part of the Physical Education/Health Education (PE/HE) credit for Grades 9 to 12. Please return the completed form to the teacher of this course.

Student Declaration

- I understand that all the physical activities I have chosen for the OUT-of-class component of this course have been accepted by the PE/HE teacher as indicated on my Personal Physical Activity Plan (attached).
- I understand that there is a risk of injury associated with all types of physical activity. I have reviewed the recommended safety guidelines¹ for the physical activities I have chosen.
- I understand that the recommended safety guidelines are believed to reflect best practice and are considered minimum standards for physical activity in an organized or formal setting. They may, however, not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.
- I am aware that school staff will not inspect the facilities or equipment I will be using for the non-school-based physical activities² I have chosen for the OUT-of-class component of this course. I am also aware that I will therefore be responsible for ensuring, to the extent reasonably possible, that these facilities and equipment meet the recommended safety standards for the non-school-based physical activities I have chosen for this course. This may include investigating for evidence of general liability coverage.
- I am aware that the school staff will not be present or in any way involved in supervising me while I participate in the non-school-based physical activities I have

¹ For most activities, the recommended safety guidelines may be obtained from the teacher of this course or viewed online at the following website: *(Insert division or school URL where guidelines may be found)*.

² Non-school-based activities are home-, community-, or independently based activities that are not directly organized by the school or school division, such as community sports, classes and clubs, and exercising at home.

chosen for the OUT-of-class component of this course. I am also aware that I will therefore be responsible for ensuring, to the extent reasonably possible, that while participating in non-school-based physical activities I receive the appropriate level of instruction and/or supervision for my chosen activities. This may include investigating for evidence of general liability coverage and requirements for personnel to undergo criminal record and child abuse registry checks.

- I am aware of the recommended safety guidelines for the physical activities that I have chosen for the OUT-of-class component of this course.
- While participating, I will abide by the recommended safety guidelines that are appropriate to the nature of the activity (e.g., recreation versus competition). When applicable, I will also abide by any other more stringent safety standards imposed by my instructors, coaches, or program leaders.
- I will ensure, to the extent reasonably possible, that no one is injured and no property is damaged or lost as a result of my participation in my chosen physical activities for the OUT-of-class component of this course.
- I understand that I will be responsible for any and all fees that may result from my participation in physical activities for the OUT-of-class component of this course.
- I understand that if I want to choose other physical activities that are not part of the attached Personal Physical Activity Plan for inclusion in the OUT-of-class component of this course, I must discuss changing my Personal Physical Activity Plan with my PE/HE teacher.
- I understand that my teacher must accept any additional physical activities chosen by me, and I will be required to complete a new declaration.
- I have considered my mental and physical condition, as well as the risks and suitability to me of the physical activities I have chosen for the OUT-of-class component of this course.

I have read, understand, and agree with the above statements:

Student’s Legal Last Name

First Name

Middle Initial

Student Signature (if student is 18 years and older)

Date

APPENDIX B4: OUT-OF-CLASS PHYSICAL EDUCATION/HEALTH EDUCATION SAMPLE STUDENT DECLARATION FORM

Revised Activity Choices (Students 18 years and older)

(NAME OF SCHOOL)

A student who is 18 years of age or older must complete this form to obtain credit for participation in OUT-of-class physical activities as part of the Physical Education/Health Education (PE/HE) credit for Grades 9 to 12 when activity choices have been revised. Please return the completed form to the teacher of this course.

Student Declaration

- I understand that the new physical activities I have chosen for the OUT-of-class component of this course have been accepted by the PE/HE teacher as indicated on my revised Personal Physical Activity Plan (attached).
- I have reviewed the recommended safety guidelines¹ for the new physical activities I have chosen.
- I understand that the recommended safety guidelines are believed to reflect best practice and are considered minimum standards for physical activity in an organized or formal setting. They may, however, not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.
- I am aware that school staff will not inspect the facilities or equipment I will be using for the non-school-based physical activities² I have chosen for the OUT-of-class component of this course. I am also aware that I will therefore be responsible for ensuring, to the extent reasonably possible, that these facilities and equipment meet the recommended safety standards for the non-school-based physical activities I have chosen for this course. This may include investigating for evidence of general liability coverage.

¹ For most activities, the recommended safety guidelines may be obtained from the teacher of this course or viewed online at the following website: *(Insert division or school URL where guidelines may be found)*.

² Non-school-based activities are home-, community-, or independently based activities that are not directly organized by the school or school division, such as community sports, classes and clubs, and exercising at home.

- I am aware that the school staff will not be present or in any way involved in supervising me while I participate in the non-school-based physical activities I have chosen for the OUT-of-class component of this course. I will therefore be responsible for ensuring, to the extent reasonably possible, that while participating in non-school-based physical activities I receive the appropriate level of instruction and/or supervision for my chosen activities. This may include investigating for evidence of general liability coverage and requirements for personnel to undergo criminal record and child abuse registry checks.
- I am aware of the recommended safety guidelines for the physical activities that I have chosen for the OUT-of-class component of this course.
- While participating, I will abide by the recommended safety guidelines that are appropriate to the nature of the activity (e.g., recreation versus competition). When applicable, I will also abide by any other more stringent safety standards imposed by my instructors, coaches, or program leaders.
- I will ensure, to the extent reasonably possible, that no one is injured and no property is damaged or lost as a result of my participation in my chosen physical activities for the OUT-of-class component of this course.
- I understand that I will be responsible for any and all fees that may result from my participation in the new physical activities I have chosen for the OUT-of-class component of this course.
- I understand that if I want to choose other physical activities that are not part of the attached Personal Physical Activity Plan for the OUT-of-class component of this course, I must discuss changing my Personal Physical Activity Plan with my PE/HE teacher.
- I understand that my teacher must accept any additional physical activities chosen by me, and I will be required to complete a new declaration.
- I have considered my mental and physical condition, and the risks and suitability to me of the new physical activities I have chosen for the OUT-of-class component of this course.

I have read, understand, and agree with the above statements:

Student's Legal Last Name	First Name	Middle Initial
Student Signature (if student is 18 years and older)		Date



OUT-OF-CLASS SAFETY HANDBOOK

Appendix C

Physical Activity Inventory

The following activity inventory has been designed so that it may be customized for individual schools and divisions. To facilitate its adaptation, a version in Microsoft Excel format is available on the accompanying CD and on the Department website at www.edu.gov.mb.ca/k12/cur/physhlth/index.html.

Physical Activity Inventory

This Physical Activity Inventory is intended to assist students in identifying activities that they would like to include in their physical activity practicum. Students may choose physical activities based on the type of activity, the health-related fitness component(s) to which the activity contributes, the level of risk involved in the activity, or a combination of these factors.

A Physical Activity Safety Checklist is available in Appendix E for each of the activities listed unless otherwise indicated. These checklists contain information about managing risk under the following risk factors:

- level of instruction
- level of supervision
- facilities/environment
- equipment
- clothing/footwear
- personal and other considerations

Codes for Physical Activity Inventory

The following codes are used in the Physical Activity Inventory.

Code for Type of Activity	
AL	Active Living
AP	Alternative Pursuits
CO	Combative Activities
FIT	Fitness Activities
IT	Invasion/Territory-Type Sports/Games
NW	Net/Wall-Type Sports/Games
RG	Rhythmic Gymnastic-Type Activities
SF	Striking/Fielding-Type Sports/Games
TG	Target-Type Sports/Games

Code for Risk Factor Rating (RFR)	
RFR	Level of safety concerns; recommended instruction and supervision.
1	There are few safety concerns for this physical activity; little or no qualified instruction or adult supervision is required.
2	There are some safety concerns for this physical activity; quality instruction is recommended, and little or no adult supervision is required.
3	There are several safety concerns for this physical activity; qualified instruction is required, and adult supervision is recommended.
4	There is a high level of safety concerns for this physical activity; qualified instruction and adult supervision are required.

Code for Health-Related Fitness Component	
✓	Indicates that the activity contributes to the specific health-related fitness component.

Continued

Physical Activity Inventory							
Interest	All Activities	Type of Activity	Health-Related Fitness Components				Risk
			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	
	Aerobics—Dance	FIT	✓		✓	✓	2
	Aerobics—Step	FIT	✓		✓	✓	2
	Aerobics—Water/Aqua	FIT	✓		✓	✓	4
	Aikido	CO	✓	✓	✓	✓	4
	Archery	TG		✓			4
	Athletics—Jumps	FIT		✓		✓	3
	Athletics—Long-Distance Running	FIT	✓		✓	✓	2
	Athletics—Middle-Distance Running	FIT	✓		✓	✓	2
	Athletics—Sprints, Relays, Hurdles	FIT	✓	✓	✓	✓	2
	Athletics—Throws	FIT		✓		✓	4
	Backpacking	AP	✓	✓	✓		3
	Badminton	NW	✓		✓	✓	2
	Bandy	IT	✓		✓		3
	Baseball	SF		✓	✓	✓	2
	Basketball	IT	✓	✓	✓	✓	2
	Biathlon	AP	✓	✓	✓		4
	Bocce	TG				✓	1
	Bowling—5-Pin, 10-Pin	TG			✓	✓	1
	Boxing	CO	✓	✓	✓		4
	Broomball	IT	✓		✓	✓	3
	Calisthenics	FIT		✓	✓	✓	1
	Canoeing/Kayaking/Rowing	AP	✓	✓	✓		4
	Canoe/Kayak Tripping (Wilderness/Whitewater)	AP	✓	✓	✓		4
	Catch (For safety, see Low-Organized Games)	AL			✓	✓	1
	Cheerleading	RG	✓	✓	✓	✓	4

Continued

Physical Activity Inventory (Continued)							
Interest	All Activities	Type of Activity	Health-Related Fitness Components				Risk
			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	
	Circuit Training	FIT	✓	✓	✓	✓	2
	Climbing—Wall, Rock, Bouldering, Ice Tower	AP		✓	✓	✓	4
	Cricket	SF		✓	✓	✓	2
	Croquet (For safety, see Low-Organized Games)	TG			✓		1
	Cross-Country Running	FIT	✓		✓	✓	2
	Curling	TG			✓	✓	2
	Cycling—Indoor/Stationary	FIT	✓	✓	✓		1
	Cycling—Recreational	AL	✓	✓	✓		2
	Cycling—Sport (BMX, Cyclocross, Mountain Bike, Road Racing, Track Racing)	AP	✓	✓	✓		3
	Cycling—Trips	AP	✓	✓	✓		3
	Dance—Ballet	RG	✓	✓	✓	✓	2
	Dancing—Ballroom	RG	✓		✓		2
	Dancing—Folk	RG	✓		✓		2
	Dancing—Hip Hop	RG	✓		✓		2
	Dancing—Hoop	RG	✓		✓		2
	Dancing—Line	RG	✓		✓		2
	Dancing—Square	RG	✓		✓		2
	Dancing—Tap	RG	✓		✓		2
	Diving—Springboard, Platform	RG				✓	4
	Dodging Games (For safety, see Low-Organized Games)	FIT	✓	✓	✓		1–4

Continued

Physical Activity Inventory (Continued)

Interest	All Activities	Type of Activity	Health-Related Fitness Components				Risk
			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	
	Fencing	CO	✓		✓	✓	4
	Field Hockey	IT	✓	✓	✓	✓	3
	Fitness Training – Exercise Machines (e.g., treadmills, ergometers, elliptical trainers)	FIT	✓	✓	✓		3
	Fitness Training – Small Equipment (e.g., Stretch Bands, Physio Balls, Jump Ropes, Agility Ladders, Medicine Balls)	FIT	✓	✓	✓	✓	2
	Football—Flag	IT	✓	✓	✓	✓	2
	Football—Tackle	IT		✓	✓	✓	4
	Frisbee (For safety, see Low-Organized Games)	AL			✓		1
	Geocaching	AP	✓	✓	✓		4
	Goal Ball	IT			✓	✓	4
	Golf	TG		✓	✓	✓	2
	Gymnastics—General, Tumbling, Artistic	RG		✓	✓	✓	4
	Hacky Sack (For safety, see Low-Organized Games)	AL			✓	✓	1
	Handball—1-Wall, 4-Wall	NW	✓	✓	✓	✓	1
	Hiking	AP	✓		✓		2
	Hockey—Ice	IT	✓	✓	✓	✓	4
	Hockey—Roller/Inline	IT	✓	✓	✓	✓	4
	Hockey-Type Games—Ball, Floor, Road, Floorball, Gym Ringette, Shinny	IT	✓	✓	✓	✓	3
	Horseback Riding—Western, English Saddle	AP		✓	✓		4

Continued

Physical Activity Inventory (Continued)

Interest	All Activities	Type of Activity	Health-Related Fitness Components				Risk
			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	
	House and Yard Work	AL		✓	✓	✓	1
	Jogging	FIT	✓	✓	✓		1
	Judo	CO	✓	✓	✓	✓	4
	Jump Rope (For safety, see Fitness Training)	FIT	✓		✓		1
	Karate	CO	✓	✓	✓	✓	4
	Kickball (Soccer-Baseball)	AL			✓		1
	Kickboxing	CO	✓	✓	✓	✓	4
	Lacrosse—Box, Field	IT	✓	✓	✓	✓	4
	Lacrosse—Soft	IT	✓	✓	✓	✓	3
	Lawn Bowling	TG			✓	✓	1
	Lawn Mowing	AL	✓	✓	✓		3
	Low-Organized Games*	AL	✓	✓	✓	✓	1–4
	Martial Arts	CO	✓	✓	✓	✓	4
	Orienteering	AP	✓		✓		2
	Paddleball	NW	✓		✓		2
	Pilates (For safety, see Fitness Training)	FIT		✓	✓	✓	2
	Qigong	FIT		✓	✓		2
	Racquetball	NW	✓	✓	✓	✓	2
	Rhythmic Gymnastics	RG	✓		✓	✓	2
	Ringette	IT	✓	✓	✓	✓	4
	Rock Climbing (For safety, see Climbing)	AP		✓	✓	✓	4
	Rowing – Sport (For safety, see Canoeing/Kayaking/Rowing)	AP	✓	✓	✓		3

* With Low-Organized Games, the Health-Related Fitness Components and the Risk Factor Rating will vary from one game/activity to another.

Continued

Physical Activity Inventory (Continued)

Interest	All Activities	Type of Activity	Health-Related Fitness Components				Risk
			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	
	Rowing—Ergometer (For safety, see Fitness Training [Exercise Machines])	FIT	✓	✓	✓		3
	Rowing—Sport (For safety, see Canoeing/Kayaking/Rowing)	AP	✓	✓	✓		4
	Rugby—Flag	IT	✓		✓	✓	3
	Rugby—Tackle	IT	✓	✓	✓	✓	4
	Sailing/Yachting	AP		✓	✓		4
	Scuba Diving	AP			✓		4
	Sepak Takraw	NW	✓	✓	✓	✓	2
	Skateboarding	AL	✓		✓		2
	Skating—Figure	RG	✓		✓	✓	2
	Skating—Ice	AL	✓	✓	✓		2
	Skating—Inline/Roller (Indoor, Outdoor)	AL	✓	✓	✓		2
	Skiing—Alpine	AP	✓	✓	✓		4
	Skiing—Cross-Country	AP	✓		✓		2
	Skiing—Water	AP		✓	✓		4
	Snorkelling	AP			✓		4
	Snowboarding	AP	✓	✓	✓		3
	Snowshoeing	AP	✓		✓		2
	Soccer	IT	✓	✓	✓	✓	2
	Softball—Slo-Pitch, Modified, Fast Pitch	SF		✓	✓	✓	2
	Speed Skating	AP	✓	✓	✓	✓	3
	Spinning (For safety, see Cycling—Indoor/Stationary)	FIT	✓	✓	✓		1
	Squash	NW	✓	✓	✓	✓	2

Continued

Physical Activity Inventory (Continued)

Interest	All Activities	Type of Activity	Health-Related Fitness Components				Risk
			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	
	Stretch Banding (For safety, see Fitness Training – Small Equipment)	FIT		✓	✓	✓	1
	Stretching (For safety, see Fitness Training)	FIT				✓	1
	Swimming—Open Water	FIT	✓	✓	✓	✓	4
	Swimming—Pool	FIT	✓	✓	✓	✓	4
	Table Tennis	NW	✓		✓		2
	Tae Bo	FIT	✓	✓	✓	✓	2
	Tae Kwon Do	CO	✓	✓	✓	✓	4
	Tai Chi	FIT			✓	✓	1
	Tchoukball	IT	✓	✓	✓	✓	2
	Team Handball	IT	✓	✓	✓	✓	2
	Tennis	NW	✓	✓	✓	✓	2
	Tobogganing, Sledding, Tubing	AP	✓		✓		3
	Triathlon	FIT	✓	✓	✓	✓	4
	Tumbling (For safety, see Gymnastics)	RG		✓	✓	✓	4
	Ultimate	IT	✓	✓	✓	✓	2
	Volleyball	NW		✓	✓	✓	2
	Walking	AL	✓		✓		1
	Water Polo	IT	✓		✓		4
	Weightlifting	FIT		✓	✓	✓	3
	Weight (Strength/Resistance) Training	FIT	✓	✓	✓	✓	3
	Windsurfing/Sailboarding	AP		✓	✓		4
	Wrestling—Freestyle, Greco-Roman	CO	✓	✓	✓	✓	4
	Yoga	FIT		✓	✓	✓	2



OUT-OF-CLASS SAFETY HANDBOOK

Appendix D

General Safety Guidelines

APPENDIX D: OUT-OF-CLASS GENERAL SAFETY GUIDELINES

The following safety guidelines and the associated Physical Activity Safety Checklists (see Appendix E) have been provided to help the PE/HE teacher guide the student in order to reduce the risks associated with the physical activities* the student has chosen for the OUT-of-class component of physical education/health education (PE/HE) courses in Grades 9 to 12. These guidelines are to be presented and shared with students at the beginning of the course as part of their orientation to the OUT-of-class component and are intended to increase their awareness and understanding of risk management while taking part in any physical activity. The school may want to post a version of these General Safety Guidelines and the Physical Activity Safety Checklists on the school's website so that they may be viewed at home by the student and parent.

1. General Considerations

Safety is paramount when participating in any physical activity. The student and parent/guardian (or only the student if 18 years or older) will need to consider the nature and risk level of the physical activity in determining whether it is suited to the student, and, if so, the level of supervision required by the parent/guardian or another adult.

Taking responsibility for the student's safety is very important as part of the OUT-of-class component of this course. Always think **safety first!** The student and parent/guardian (or only the student if 18 years or older) can use the following checklist before the student participates in any physical activity:

- Does the student and parent/guardian (or only the student if 18 years or older) understand the safety rules related to the physical activity?
- Is the activity suitable to the student's age, ability, and physical condition?
- Is the activity suitable, given any medical conditions the student might have?
- Does the student and parent/guardian (or only the student if 18 years or older) understand the correct form or technique of the exercises or skills the student needs to practice?
- Does the student and parent/guardian (or only the student if 18 years or older) understand the risks associated with the physical activity and ways to avoid the dangers?
- Is the equipment to be used by the student suitable and in good condition?
- Is the facility or playing area to be used by the student safe?

* **Physical activity** refers to all forms of large muscle movement, including sports, dance, games, walking, and exercise for fitness and physical well-being. It may also include physical therapy or mobility training for students with special needs.

- Will there be appropriate instruction and/or supervision provided to the student in light of the danger or risk associated with the physical activity?
- Does the community organization or group show evidence of current general liability insurance for the facility and its personnel?
- Does the community organization or group require its personnel to undergo criminal record or child registry checks?
- Has the student discussed his or her choice of activities with the parent/guardian (not required if student is 18 years or older) and his or her PE/HE teacher?
- Are the activities selected by the student/parent included in their Personal Physical Activity Plan?

2. Level of Risk

All activities have an inherent level of risk and each activity has a range of risks dependent upon a number of factors. The type of activity and the level of practice or competition may also contribute to the level of risk involved. The Risk Factor Rating (RFR) which is outlined in the table below, was developed for this document to categorize each activity by the level of risk one can expect when participating in it. The level of risk, or RFR, is indicated by a rating scale from 1 to 4, where an RFR of 4 represents the highest risk. The rating is based on the prevalence of safety concerns involved in the activity as well as the recommended level of instruction and supervision. This rating appears on all the physical activity safety checklists as well as the activity inventory of suggested activities included in this document.

RFR	Level of safety concerns; recommended instruction and supervision	Examples
1	There are few safety concerns for this physical activity; little or no qualified instruction or adult supervision required.	Walking Stretching
2	There are some safety concerns for this physical activity; qualified instruction is recommended; little or no adult supervision is required.	Racquetball Ice Skating
3	There are several safety concerns for this physical activity; qualified instruction is required; adult supervision is recommended.	Snowboarding Field Hockey
4	There is a high level of safety concerns for this physical activity; qualified instruction and adult supervision is required.	Swimming Karate

3. Risk Factors

Just as school staff manages risk and plans for safety when instructing/coaching and organizing physical activities in their in-classroom and extracurricular programs, the student/parent can evaluate and manage risk according to certain risk factors for OUT-of-class activities not based in the classroom or in extracurricular school programs (non-school-based). The Physical Activity Safety Checklists provided take into consideration the following risk factors:

- Level of instruction
- Level of supervision
- Facilities
- Environment
- Equipment
- Clothing/footwear
- Personal and other considerations

3.1 Level of Instruction

With proper instruction, the level of risk involved in any activity should be reduced. The amount and level of instruction required by the student will vary according to individual circumstances such as their personal experience, skill level and physical condition. The following are instructional considerations that should be addressed when learning and practising an activity:

- The instructor/coach/program leader's qualifications/certification or abilities are appropriate for the age/ability level of the students in the group.
- The potential risks and consequences of an activity are understood by students prior to participation in the event.
- Instruction and training is current with recent trends.
- The session is conducted in a safe environment and the instructor/coach/program leader/participant's choice of activity is appropriate for the facility available.
- The activity is suitable for the abilities and level of fitness of the participants.
- Rules regarding safety, behaviour expectations, and responsibilities of participants are established, learned, and followed.
- A proper warm-up and cool-down portion is included in the activity session.
- Skills are learned in a proper progression and participants receive adequate opportunity to master the skills before moving to higher-level tasks or challenges.

NOTE

The amount and level of instruction required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as an instructional DVD, may replace direct instruction if deemed appropriate and safe.

3.2 Level of Supervision

Supervision involves overseeing an activity for the purposes of regulation and/or direction. The level of risk decreases significantly with effective supervision. When a session is conducted by an instructor or coach, they assume responsibility for supervision. In some instances, an additional supervisor is required, such as when the coach/instructor is under the age of 18, when the coach/instructor is of a different gender than the participants, or when specific expertise is required, such as a lifeguard for certain aquatic activities.

For each physical activity, supervision requirements will differ according to the level of risk, the nature of the activity, and the intensity of competition/training. Furthermore, some activities require supervision regardless of age. On the other hand, many activities will require little or no supervision (e.g., many home-based, recreational, or modified activities). Without an adult supervisor present, the student(s) will be responsible for managing risk and safety while participating in the activity. However, they should know how to respond to emergencies and have a fundamental knowledge of first aid. In all instances, basic personal safety rules should be followed (e.g., road safety).

While the level of supervision can be viewed on a continuum, the three types of supervision referred to in the physical activity safety checklists are:

- *Constant visual supervision* signifies the instructor/coach/program leader is physically present, watching the activity (e.g., high jump); only one such “higher-risk” activity can be supervised by one person at a time. This level of supervision may also be required during initial instruction, especially with more difficult skills.
- *On-site supervision* requires the instructor/coach/program leader to be present but not necessarily viewing one specific activity (e.g., relay passing on the track). The activity can be observed and supervised at a distance while supervising another activity. This also applies to situations where more than one activity station or drill is occurring simultaneously.
- *In-the-area supervision* means that the instructor/coach/program leader has to be accessible but participants may at times be out of sight (e.g., distance running on school grounds).

The following guidelines related to supervision should be applied based on the nature of the activity:

- The supervision recommendations for the activity/facility are known.
- Adequate staff is present to supervise according to the number of participants and their capabilities.
- Rules are enforced regarding behaviour expectations and responsibilities of participants.
- The supervisor has an emergency action plan in place to deal with accidents/injuries as well as access to first aid materials or assistance.
- For outdoor pursuits, a “lost student plan” is in place in case someone gets separated from the group. This may be combined with head-count procedures and a buddy system.

3.3 Facilities

Indoor and outdoor facilities used for physical activity are normally designed according to stringent building codes to ensure physical activity is enjoyed in a safe environment. In other situations, participation will occur at home or in facilities that were not necessarily designed specifically for physical activity. In all cases, the following risk management strategies should be applied:

- The activity area has been checked to ensure it is free of hazards (e.g., rocks or broken glass on soccer fields) prior to use.
- Potential hazards have been removed or clear boundaries have been placed around them, or if this is not possible the activity has been moved to another location or postponed.
- Activity areas have adequate unobstructed space surrounding them (e.g., out-of-bounds area around a basketball court).
- Proper lighting and ventilation (indoors) is provided.
- An Emergency Action Plan has been developed for the facility to deal with accidents/injuries.
- A first aid kit, phone, and required emergency equipment are readily available in case of accident/injury.
- Safety rules are posted and enforced.
- Instructions for the use of the facility are posted.
- All emergency exits are clearly marked.

3.4 Environment

While the outdoor environment offers opportunities for a wide range of physical activities, many factors cannot be as controlled as in an indoor facility. In planning for participation in an outdoor activity, the following strategies should be considered:

- Local weather conditions/forecasts are checked prior to the activity, including the temperature and quality of the air (e.g., smog or smoke), the presence of wind, as well as the potential for electrical storms and precipitation.
- Dry clothing that is worn in layers protects against cold, windy, and wet conditions, which are factors contributing to the onset of hypothermia.* When temperatures drop below freezing, the risk of frostbite is added as well (see Environment Canada Chart on the following page).

* **Hypothermia** refers to any condition in which the temperature of a body drops below the level required for normal metabolism and/or bodily function to take place.

Wind Chill Hazards and Risk of Frostbite

Wind Chill	Risk of Frostbite	Health Concern	What to Do
0 to -9	Low	Slight increase in discomfort.	Dress warmly, with the outside temperature in mind.
-10 to -27	Low	Uncomfortable Risk of hypothermia if outside for long periods without adequate protection.	Dress in layers of warm clothing, with an outer layer that is wind-resistant. Wear a hat, mittens and scarf. Keep active.
-28 to -39	Increasing risk: Exposed skin can freeze in 10 to 30 minutes.	Check face and extremities (fingers, toes, ears, and nose) for numbness or whiteness. Risk of hypothermia if outside for long periods without adequate protection.	Dress in layers of warm clothing, with an outer layer that is wind-resistant. Cover exposed skin: wear a hat, mittens, and a scarf, neck tube, or face mask. Keep active.
-40 to -47	High risk: Exposed skin can freeze in 5 to 10 minutes.*	Check face and extremities (fingers, toes, ears, and nose) for numbness or whiteness (frostbite). Risk of hypothermia if outside for long periods without adequate protection.	Dress in layers of warm clothing, with an outer layer that is wind-resistant. Cover all exposed skin: wear a hat, mittens, and a scarf, neck tube, or face mask. Keep active.
Warning Level [†]			
-48 to -54	High risk: Exposed skin can freeze in 2 to 5 minutes.*	Check face and extremities frequently for numbness or whiteness (frostbite). Serious risk of hypothermia if outside for long periods.	Be careful. Dress very warmly in layers of clothing, with an outer layer that is wind-resistant. Cover all exposed skin: wear a hat, mittens, and a scarf, neck tube, or face mask. Be ready to cut short or cancel outdoor activities. Keep active.
-55 and colder	High risk: Exposed skin can freeze in less than 2 minutes.	DANGER! Outdoor conditions are hazardous.	Stay indoors.

* In sustained winds over 50 km/h, frostbite can occur faster than indicated.

[†] In parts of the country with a milder climate (such as southern Ontario and the Atlantic provinces except Labrador), a wind-chill warning is issued at about -35. Further north, people have grown more accustomed to the cold, and have adapted to the more severe conditions. Because of this, Environment Canada issues warnings at progressively colder wind-chill values as you move north. Most of Canada hears a warning at about -45. Residents of the Arctic, northern Manitoba, and northern Quebec are warned at about -50, and those of the high Arctic at about -55.

Reproduced from the Environment Canada website at <www.msc.ec.gc.ca/education/windchill/windchill_threshold_chart_e.cfm?&sb_templatePrint=true>. Used with permission.

- Protection is used against elevated temperatures, humidity, and the sun, such as adequate water consumption, light clothing, a hat, sunscreen, and sunglasses. The humidex combines temperature and humidity to reflect the perceived temperature. The following guide from Environment Canada indicates the risk associated with various humidex levels. When the humidex rises above 40, activity should be avoided or curtailed.

Range of humidex: Degree of comfort*	
Less than 29°C	No discomfort
30°C to 39°C	Some discomfort
40°C to 45°C	Great discomfort; avoid exertion
Above 45°C	Dangerous
Above 54°C	Heat stroke imminent

- Protection against insects and poisonous plants is provided by adequate clothing, proper footwear, and insect repellent. If allergies are an issue, the student/parent needs to provide the necessary information to the instructor/coach/program leader and carry the necessary medication (e.g., epi pen).
- A designated person with first aid training is present to deal with injuries and emergencies.
- A bad weather plan is in place to cancel, reschedule, or relocate an activity/event.
- In regards to electrical storms, when a thunder and lightning strike occur within five seconds of one another, the storm is very near and at a distance of about 1.6 km for each five-second count. Changes in this interval of time indicate the storm is moving away or approaching the activity area. When an electrical storm is near, everyone needs to find shelter. If this is not possible, they must move to a low-lying area, away from water and metal as well as taller objects such as trees and poles.
- Local emergency services are identified.
- Adequate drinking water is available.
- Washroom facilities are accessible.
- Only designated areas/trails are used.
- Prior to outdoor aquatic activities, water conditions are assessed.
- Prior to entering remote areas, permission is obtained, maps are carried, and fire restrictions and wildlife guidelines are checked.
- Only environmentally friendly techniques, such as low-impact camping, are used.

* Reproduced from the Environment Canada website at <www.qc.ec.gc.ca/Meteo/Documentation/Humidex_e.html>. Used with permission.

3.5 Equipment

The level of risk involved in any activity will be affected by the equipment used by the participants while participating in the activity, and will decrease when appropriate equipment is used. Most physical activities require some form of equipment that may be integral to the activity itself or may offer protection to participants while engaging in the activity. Risk management strategies related to equipment include:

- Equipment is checked before use for defects by the instructor/coach/program leader and the student (who should be shown what to check for).
- Equipment is certified (e.g., CSA) in accordance with rules and regulations of regulating organization.
- Instructions are given regarding the proper use and maintenance of equipment.
- Defective equipment is avoided.
- Equipment that does not fit properly and/or adjusted for size (e.g., downhill ski boots) is avoided.
- Problems/defects are reported to instructor/coach/program leader.
- Equipment that does not comply with safety standards (e.g., CSA) is avoided.
- Equipment should be purchased from/built by competent individuals as per specifications as established by the governing/regulating body for a sport/activity.
- A first aid kit, phone and required emergency equipment are readily available in case of accident/injury.
- Portable music players are avoided as they reduce the student's awareness to any potential dangers in his/her surroundings.

3.6 Clothing/Footwear

The level of risk involved in any activity will be affected by the clothing worn by the participants while participating in the activity and will decrease when appropriate clothing is worn. Inappropriate/ill-fitting clothing/equipment can inhibit movement and/or be the source of potential injury (e.g., skis that are too long). Not wearing appropriate clothing/equipment may also prohibit participation in an activity (e.g., not wearing a throat protector prohibits participation in hockey team practices/games). In determining clothing and footwear to be worn during an activity, the following strategies should be applied:

- Appropriate and properly fitted clothing/footwear is worn as defined by the activity.
- Adequate clothing and protection is used based on environmental conditions.
- In cold weather, clothing is worn in layers.
- Jewelry should be removed or secured when safety is a concern.
- Clothing should permit unrestricted movement.
- Laces need to be tied and open-toed shoes are avoided.

3.7 Personal and Other Considerations

While participating in physical activity, other considerations that may contribute to the risks involved relate to the participant's personal health, physical limitations, and general behaviour during participation. The following strategies should be used:

- The student has completed a regular medical checkup and submitted a medical history prior to starting into the program; any relevant medical conditions or physical limitations are taken into account and shared with the instructor/coach/program leader.
- Students suffering injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition.
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate.

4. Eligible Activities

The purpose of the student-directed OUT-of-class component of the course is to encourage youth to take greater ownership of their physical activity and become involved in physical activities suited to their own individual interests and abilities.

These activities should be safe, ethical, and appropriate. Completion of the Physical Activity Practicum for Grades 11 and 12 requires a minimum of 55 hours of physical activity at a moderate to vigorous level of intensity that contributes to cardio-respiratory endurance (heart, lungs, circulatory system) plus one or more of the health-related fitness components (muscular strength, muscular endurance, and flexibility).

As per departmental policy, physical activities selected for the OUT-of-class component of the course do not qualify when the activities are related to another course for which the student receives credit (e.g., school-initiated courses related to dance or sports).

Certain high-risk activities that are inherently dangerous may be prohibited by the school/division as part of the OUT-of-Class Physical Activity Practicum, and will not be eligible for credit under any circumstances according to local policy. This policy might also require that certain activities (e.g., trampolining), which are known to be associated with a higher rate of injury when unsupervised, be directly supervised by a qualified instructor or coach in order to be eligible for credit. Other risk factors, conditions, or exceptional circumstances may also need to be considered prior to acceptance.

Any activities not included in the eligible activity list will need to be approved by the school/division according to the process outlined in its policy.

5. Personal Accident Insurance

The Manitoba Association of School Trustees (MAST) provides an option to school divisions to purchase universal first-party student accident insurance. Every student within a division that chooses this option is covered without regard to fault, 24 hours per day, 365 days per year, for all school activities, including OUT-of-class activities that have been approved as part of the Personal Physical Activity Plan in Grades 9 to 12 PE/HE courses. It is assumed that this coverage would not apply to other activities unless the student's Personal Physical Activity Plan is revised prior to the occurrence of an accident. This would include having any new activities accepted by the PE/HE teacher, obtaining the recommended safety guidelines for these new physical activities, and receiving the consent of the parent (students under 18 years of age) to participate in the new activities. As a precautionary measure and to prevent unnecessary revisions to the student's plan, students should be encouraged to add more activities to their original plan to avoid having to add them later. Families may also obtain first-party student accident insurance coverage (e.g., Reliable Life Insurance Company program), which provides insurance coverage for students without regard to fault for any activity, whether school-related or not, 24 hours per day, 365 days per year.



OUT-OF-CLASS SAFETY HANDBOOK

Appendix E

Physical Activity Safety Checklists

The template on pages E.5 and E.6 has been designed so that it may be used by individual schools and divisions to draft additional physical activity safety checklists. To facilitate its adaptation, a version in Microsoft Word format is available on the accompanying CD and on the Department website at <www.edu.gov.mb.ca/k12/cur/physhlth/index.html>.

Activity definitions are reproduced from www.wikipedia.org under the terms of the GNU Free Documentation License.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

The physical activity safety checklists have been provided to inform students and parents of the safety concerns and/or standards to consider when selecting and participating in physical activity. While they are intended to be used specifically for OUT-of-class physical activities as part of Grades 9–12 PE/HE courses, they can also apply to physical activity participation in general. The intent is not to restrict student participation but rather to assist them in the process of identifying inherent or potential risks, recommending strategies/safest practices to manage these risks, and to minimize the possibility of injury during participation.

The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. However, some of these may not apply to all situations (e.g., home-based, recreational, or modified activities). There are many variables that will need to be taken into consideration when determining what level of instruction or supervision is appropriate for the student’s selected physical activities, as well as determining appropriate safety practices relating to the environment and equipment used for the activity. Examples of different variables include level of risk, experience, skill, physical condition, intensity, accessibility, and type of pursuit (competitive/recreational, individual/group). Therefore, the safety checklists have been provided to inform students of the different factors they need to be aware of, while the parent declaration/consent and student declaration forms provide the evidence that students have been informed.

NOTE

A template has been provided on pages E.5 and E.6 to assist in the development of safety checklists for additional activities not included in this inventory. For a complete list of the physical activities for which safety checklists have been provided, please refer to the Physical Activity Inventory in Appendix C. It should also be noted that safety checklists have been provided for camping activities (i.e., residential, summer, and winter). While camping in and of itself is not necessarily a physical activity, it may provide the opportunity for a number of physical activities that may be used for this course. Therefore, many of the safety checklists will refer to these camping safety checklists when overnight camping may be involved.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

(ACTIVITY NAME)

(Description of activity)

Risk Factor Rating

(1-4)

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs..

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors, such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: (i.e., constant visual supervision, on-site supervision, in-the-area supervision, little or no supervision)

PHYSICAL ACTIVITY SAFETY CHECKLISTS

(ACTIVITY NAME)

Facility

Equipment

Clothing/Footwear

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan has been encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

AEROBICS (DANCE, STEP)

Aerobics is a form of exercise, typically performed to music, often in a group setting with a leader.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs..

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an instructor certified by the Manitoba Fitness Council or from an experienced instructor capable of demonstrating competencies of a certified instructor, as is appropriate depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks of aerobic activities with specific reference to certain exercises that might constitute part of the program

Safety rules and procedures are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with an appropriate warm-up and cool-down

Drinking water is available and consumed as needed

Program adheres to basic fitness and training principles

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors, such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

AEROBIC (DANCE, STEP)

Facility

- Activity area is free of hazards/debris
- Activity area is clearly marked with adequate out-of-bounds areas
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are provided or posted
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Equipment is checked/cleaned regularly (steps, mats, dumbbells, etc.)
- Instructions are given regarding the proper maintenance/storage of equipment
- First aid kit and phone are available

Clothing/Footwear

- Laces are tied and open-toed shoes are avoided
- Jewelry is removed or secured when safety is a concern
- Appropriate clothing is worn (e.g., aerobics wear), permitting unrestricted movement

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan has been encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

AEROBICS — WATER / AQUA

Water/aqua aerobics is a form of aerobic exercise performed in shallow water such as in a swimming pool.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an instructor certified by the Manitoba Fitness Council or from an experienced instructor capable of demonstrating competencies of a certified instructor, as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks involved in water/aqua aerobics with specific reference to certain exercises that might constitute part of the program

Safety rules are learned prior to participation

Skills/movements are learned in proper progression

Instructor is in control of class at all times

Distress levels of class members are monitored

Each session is conducted with an appropriate warm-up and cool-down

Drinking water is available and consumed as needed

Program adheres to basic fitness and training principles

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

AEROBICS—WATER/AQUA

Facility

- Adequate space is provided in which students may participate in chest-deep water
- The water temperature is at an appropriate level
- Pool deck is free of obstacles
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are posted
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Equipment is checked by a qualified person before every session
- Instructions are given regarding the proper maintenance/storage of equipment
- First aid kit and phone are available

Clothing/Footwear

- An appropriate bathing suit is worn

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

AIKIDO

Aikido is a Japanese martial art created as a method of defending oneself without injuring the attacker.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified aikido instructor approved by the Canadian Aikido Federation or an instructor capable of demonstrating the competencies required for certification
All sessions are conducted in a safe environment, with students aware of the potential risks involved in aikido
Safety rules and procedures are learned prior to participation
Skills/movements are learned in proper progression
Program adheres to basic fitness and training principles
Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work
Instructor is in control of the dojo (training area) at all times
Student must demonstrate competency of skill/fitness prior to being allowed to enter competition
Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision**
Safety rules and procedures are enforced
Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

AIKIDO

Facility

- Activity area is free of hazards/debris
- Activity area is clearly marked with adequate out-of-bounds areas
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are provided or posted
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Equipment is checked by a qualified person before every session
- Instructions are given regarding the proper maintenance of equipment
- First aid kit and phone are available

Clothing/Footwear

- Jewelry is removed or secured when safety is a concern
- Appropriate clothing is worn, permitting unrestricted movement
- Clothing must meet the requirements of the club or competition

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan has been encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

ARCHERY

Archery is a precision/target sport using a bow to shoot arrows.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Federation of Canadian Archers (FCA) coach or an experienced archer who is capable of demonstrating the competency expected from a certified coach

All sessions are conducted in a safe environment, with all students aware of potential risks involved in archery

Safety rules and procedures are learned prior to participation

Skills/movements are learned in proper progression

Instruction is received regarding the safe removal of arrows and retrieval procedures

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision**

Supervisor is in control of the firing line at all times; no one crosses the firing line without permission

All students not involved in shooting must be positioned well behind the firing line and away from the archers on the line

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

ARCHERY

Facility

- Activity area is free of hazards/debris
- Activity area includes a clearly marked firing line and out-of-bounds areas
- Indoor facility has a proper safety net behind targets
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are posted
- Instructions for use of facility are posted
- Indoor facility has a clearly marked emergency exit

Equipment

- Equipment to be used is suitable and in good condition
- Equipment (bows/arrow/targets/abutments) is checked by a qualified person before every session
- Instructions are given regarding the proper maintenance of archery equipment
- Appropriate targets are used
- Floor quivers are used
- Bow and arrow length and weight are correct for the student's size and strength
- Arm guards and finger tabs are available
- All bows are secured when not in use
- First aid kit and phone are available

Clothing/Footwear

- Appropriate and properly fitted footwear is worn
- Laces are tied and open-toed shoes are avoided
- Jewelry is removed or secured when safety is a concern
- Appropriate clothing is worn for conditions, permitting unrestricted movement; upper-body clothing must not interfere with bow action

Other Considerations

- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- The student has completed a regular medical checkup and a medical history prior to starting the program
- Registration in an accident insurance plan has been encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

ATHLETICS—JUMPS

Athletics (or track and field) is a collection of sporting events that involve running, throwing, and jumping. The jumping events include high jump, long jump, pole vault, and triple jump.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a certified National Coaching Certification Program/Athletics Canada coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, indoors and outdoors, with students aware of potential risks involved in training for the jumping events

Safety rules and procedures are learned prior to participation

Skills/movements are learned in proper progression

Students learn the proper mechanics of the jumps

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Coaches monitor weekly training load and increases of athletes (i.e., weight training loads and sprint work) through a training log/journal

PHYSICAL ACTIVITY SAFETY CHECKLISTS

ATHLETICS—JUMPS

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction and **in-the-area supervision** during training sessions (In the case of the pole vault and high jump, **constant visual supervision** is required during vaulting/jumping sessions.)

As some training sessions will be conducted by students on their own, students are encouraged to train in pairs

A person responsible for providing first aid should be present during the entire session

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

Equipment

Equipment to be used is suitable and in good condition

First aid kit and phone are readily accessible

Clothing/Footwear

Appropriate and properly fitted footwear is worn

Laces are tied and open-toed shoes are avoided

Spiked shoes must have appropriate spikes for the approach surface

Jewelry is removed or secured when safety is a concern

Appropriate clothing is worn, permitting unrestricted movement

Suitable clothing and protection is used for weather, sun, and insects

Clothing must meet the requirement of the club or competition

Facility/Environment

Local weather conditions, forecast, humidity, and temperature are checked prior to outdoor session

Jumps landing areas and approach run-up areas are inspected prior to jump training

Activity area is free of debris and obstructions

Approach surfaces are level and provide suitable footing

Activity area is free of traffic

Boundaries are clearly marked

Landing pits meet IAAF standards

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

ATHLETICS—LONG-DISTANCE RUNNING

Athletics (or track and field) is a collection of sporting events that involve running, throwing, and jumping. The long-distance running races are run on a 400m track and usually refer to 5000m and 10,000m events, but could include 3000m for high school students.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a certified National Coaching Certification Program/Athletics Canada coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, indoors and outdoors, with students aware of risks involved in long-distance running

Safety rules and procedures are learned prior to participation (including road safety)

Skills/movements are learned in proper progression (The length of the event must be appropriate for the age and fitness level of the student.)

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Coaches monitor weekly training load (distances and increases) of athletes through a training log/journal

PHYSICAL ACTIVITY SAFETY CHECKLISTS

ATHLETICS—LONG-DISTANCE RUNNING

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **in-the-area supervision**

As some training sessions will be conducted by the students on their own, students are encouraged to train in pairs

The person responsible for providing first aid is present and accessible during the entire session

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

Facility/Environment

Local weather conditions, forecast, humidity, and temperature/windchill are checked prior to outdoor session

Prior to the run, a safety check of the track is performed

Track is free of hazards/debris and traffic

Track surface is level and provides suitable footing

Boundaries are clearly marked

Equipment

Equipment to be used is suitable and in good condition

Portable media players (such as an MP3 player) are avoided while running as they reduce the runner's awareness of any potential dangers in his/her surroundings

First aid kit and phone are readily accessible

Clothing/Footwear

Appropriate and properly fitted footwear is worn

Laces are tied and open-toed shoes are avoided

Spiked shoes must have appropriate spikes for the running surface

Jewelry is removed or secured when safety is a concern

Appropriate clothing is worn, permitting unrestricted movement

Suitable clothing and protection is used for weather, sun, and insects

Clothing must meet the requirement of the club or competition

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

ATHLETICS—MIDDLE-DISTANCE RUNNING

Athletics (or track and field) is a collection of sporting events that involve running, throwing, and jumping. The middle-distance running races are run on a 400m track and include all racing distances from 800m to 3000m.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a certified National Coaching Certification Program/Athletics Canada coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, indoors and outdoors, with students aware of risks involved in middle-distance running

Safety rules and procedures are learned prior to participation (including road safety)

Skills/movements are learned in proper progression

Length of the event must be appropriate for the age and fitness level of the student

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Instructor is aware of the local weather conditions/forecast, temperature, and humidity or wind chill

Coaches monitor weekly training load (distances and increases) of athletes through a training log/journal

PHYSICAL ACTIVITY SAFETY CHECKLISTS

ATHLETICS—MIDDLE-DISTANCE RUNNING

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **in-the-area supervision**

As some training sessions will be conducted by the student on their own, students are encouraged to train in pairs

The individual responsible for providing first aid should be present and accessible during the entire session

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

Facility/Environment

Local weather conditions, forecast, humidity, and temperature/windchill are checked prior to outdoor session

Prior to the run, a safety check of the track has been performed

Track is free of hazards/debris and traffic

Track surface is level and provides suitable footing

Boundaries are clearly marked

Equipment

Equipment to be used is suitable and in good condition

Portable media players (such as an MP3 player) are avoided while running as they reduce the runner's awareness to any potential dangers in his/her surroundings

First aid kit and phone are available

Clothing/Footwear

Appropriate and properly fitted footwear is worn

Laces are tied and open-toed shoes are avoided

Spiked shoes must have appropriate spikes for the running surface

Jewelry is removed or secured when safety is a concern

Appropriate clothing is worn, permitting unrestricted movement

Suitable clothing and protection is used for weather, sun, and insects

Clothing must meet the requirement of the club or competition

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

ATHLETICS—SPRINTS, RELAYS, AND HURDLES

Athletics (or track and field) is a collection of sporting events that involve running, throwing, and jumping. The sprints events involve all racing distances shorter than 800m and include relays and hurdles.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a certified National Coaching Certification Program/Athletics Canada coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, indoors and outdoors, with students aware of risks involved in sprint training

Safety rules and procedures are learned prior to participation (including road safety)

Skills/movements are learned in proper progression

Students learn the proper mechanics of sprinting

Length of the event must be appropriate for the age and fitness level of the student

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

PHYSICAL ACTIVITY SAFETY CHECKLISTS

ATHLETICS—SPRINTS, RELAYS, AND HURDLES

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision** during initial instruction and then **on-site supervision**

For sprints and relays, the recommended level of supervision is **on-site supervision**

As some training sessions will be conducted by students on their own, they are encouraged to train in pairs

The person responsible for providing first aid should be present and accessible during the entire session

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

Facility/Environment

Local weather conditions, forecast, humidity, and temperature/windchill are checked prior to outdoor session

Prior to the run, a safety check of the track has been performed

Track is free of hazards/debris and traffic

Track surface is level and provides suitable footing

Boundaries are clearly marked

Adequate space must be available at the end of the activity space for students to decelerate following a run

Clothing/Footwear

Appropriate and properly fitted footwear is worn

Laces are tied and open-toed shoes are avoided

Spiked shoes must have appropriate spikes for the running surface

Jewelry is removed or secured when safety is a concern

Appropriate clothing is worn, permitting unrestricted movement

Suitable clothing and protection is used for weather, sun, and insects

Clothing must meet the requirement of the club or competition

Equipment

Equipment to be used is suitable and in good condition

Portable media players (such as an MP3 player) are avoided while running as they reduce the runner's awareness to any potential dangers in his/her surroundings

First aid kit and phone are available

PHYSICAL ACTIVITY SAFETY CHECKLISTS

ATHLETICS—SPRINTS, RELAYS, AND HURDLES

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

ATHLETICS—THROWS

Athletics (or track and field) is a collection of sporting events that involve running, throwing, and jumping. The throwing events include: discus, hammer, javelin, and shot put.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a certified National Coaching Certification Program/Athletics Canada coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, indoors and outdoors, with students aware of risks involved in training for the throwing events

Safety rules and procedures are learned prior to participation

Skills/movements are learned in proper progression

Students learn the proper mechanics of the throws

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Coaches monitor weekly training load of athletes (i.e., weight training loads, distances, and increases) through a training log/journal

PHYSICAL ACTIVITY SAFETY CHECKLISTS

ATHLETICS—THROWS

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision** during initial instruction and then **on-site supervision**

As some training sessions will be conducted by the student on their own, students are encouraged to train in pairs

The person responsible for providing first aid should be present during the entire session

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

Facility/Environment

Local weather conditions, forecast, humidity, and temperature/windchill are checked prior to outdoor session

Prior to throw training, a safety check of the throwing areas (cage and throwing circles) has been performed, these areas are inspected on a regular basis.

Activity area is free of hazards/debris and traffic with boundaries clearly marked

Throwing surface is level and provides suitable footing

Adequate space must be available behind the cages for non-throwers

Clothing/Footwear

Appropriate and properly fitted footwear is worn

Laces are tied and open-toed shoes are avoided

Jewelry is removed or secured when safety is a concern

Appropriate clothing is worn, permitting unrestricted movement

Suitable clothing and protection is used for weather, sun, and insects

Clothing must meet the requirement of the club or competition

Equipment

Equipment to be used is suitable and in good condition

Throwing implements must meet IAAF or Athletics Canada specifications

First aid kit and phone are readily accessible

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

BACKPACKING

Backpacking refers to long, self-contained, non-motorized trips, or hikes, in which the backpacker carries all the necessary equipment for one or more nights on the trail.

Risk Factor Rating

3

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Leader is experienced and knowledgeable, able to organize instruction, demonstrate skills, and supervise students on a backpacking trip (The more remote the trip, the more experienced the leader must be.)

Leader has recently traveled proposed trail

Student is aware of potential risks of backpacking

Safe hiking techniques, including buddy system, are learned

Skills/techniques that will be necessary for the trip are learned (e.g., low-impact camping)

Student's receive instruction on the use of a compass/GPS and on what they should do if they get lost

Student's receive instruction in proper hygiene, including foot care

Adequate drinking water is available and consumed as needed

Students are at an appropriate physical fitness level (including their freedom from injury or disability) suitable for the trip

Leader develops a detailed plan of trip, including itinerary, route, meals, and required group/personal equipment; plan of trip is made available to students/parents

Emergency action plan and lost student plan is developed and rehearsed

* See camping checklists for safety information when camping overnight.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

BACKPACKING

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **in-the-area supervision; constant visual supervision** may be required for specific hazards

Person in the group has training in first aid

Buddy system is in place as it is safest to camp/hike with at least one companion (If entering a remote area, the group should have a minimum of four people, allowing one to stay with an injured person while two go for help.)

Local weather conditions/forecasts and fire restrictions are checked before the start of trip

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

Detailed plans for contingency and inclement weather are recorded in writing

A lost student plan is in place in case someone gets separated from the group; a head-count system is developed and used to ensure all students are present and accounted for

Copy of itinerary is left with a responsible adult, including such details as the make, year, and license plate of each vehicle, the equipment being brought, the route plan, the weather anticipated, and the anticipated date/time of return

Environment

Designated trails are used or permission is obtained from appropriate authorities to access the trail

Detailed maps are provided of the area in which the students will be hiking

Location of local emergency services have been identified

Equipment

Equipment to be used is suitable and in good condition

Equipment is checked by qualified person prior to trip departure

Instructions are given regarding the proper maintenance of equipment

Students each carry their own backpack, which is properly fitted and adjusted; contents of the backpack are verified for weight and distribution

A detailed map and working compasses are available

Students each carry a whistle and their own survival kit

First aid kit and phone or alternatively, an emergency communication system are available. (GPS [Global Positioning System] is now affordable. Walkie-talkies are a good way to keep the leader and the tail of the group in contact.)

Portable music players are discouraged/restricted as they cause distractions

Clothing/Footwear

Properly fitted shoes/boots are worn, depending on trail type, with no open-toed shoes

Clothing is worn in layers with extra clothing carried as appropriate

Suitable clothing and protection is used to protect against weather, sun (e.g., hat), insects (e.g., long-sleeved shirts and long pants to guard against wood ticks do buddy checks), animals (e.g., bear repellent if going into bear country), and plants (e.g., poison ivy)

Jewelry is removed/secured when safety is a concern

PHYSICAL ACTIVITY SAFETY CHECKLISTS

BACKPACKING

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan has been encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

BADMINTON

The game of badminton is played by two to four players who attempt to hit the shuttlecock ("birdie") with a racquet over the net and onto the opposing side's court.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program Badminton Canada coach or an experienced player/coach who is capable of demonstrating competency as expected from a National Coaching Certification Program coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks involved in badminton

Safety rules and procedures are learned prior to participation

Code of conduct/etiquette for court play is learned

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Students are aware of the benefits of protective eyewear

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction and then **in-the-area supervision**

Setting up (and taking down) of equipment requires on-site supervision

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

BADMINTON

Facility

- Activity area is free of hazards/debris
- Activity area is clearly marked with adequate out-of-bounds areas
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are posted
- Instructions for use of facility are posted
- Emergency exit for indoor facility is clearly marked

Clothing/Footwear

- Appropriate footwear is worn
- Laces are tied and open-toed shoes are avoided
- Jewelry is removed or secured when safety is a concern
- Appropriate clothing (t-shirt and shorts are best) is worn, permitting unrestricted movement
- Clothing meets requirements of the club or competition

Equipment

- Equipment to be used is suitable and in good condition
- Equipment is checked before every session
- Players use protective eye gear as recommended by Badminton Canada or MHSAA (Manitoba High Schools Athletic Association)
- Instructions are given regarding setting up and taking down of equipment as well as the proper maintenance of badminton equipment
- Equipment is stored in a safe location in a tidy manner
- First aid kit and phone are available

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan has been encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

BANDY

Bandy is a sport played by two teams of 11 players, skating on an ice surface the size of a soccer field and trying to hit a ball with a stick into the opposing team's goal.

Risk Factor Rating

3

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified bandy coach, or an experienced player/coach capable of demonstrating the competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks of bandy

Safety rules and procedures are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision**

Supervisor ensures all protective equipment is worn

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

BANDY

Facility/Environment

Local weather conditions/forecast, including windchill, is checked prior to session
Official ice surface is approximately the size of a soccer pitch
Ice surface is smooth and free of cracks or rough spots
Along the sidelines a 15cm-high border (wall) is placed to prevent the ball from leaving the ice (The border should not be attached to the ice so it can glide in the event of a collision, and should end one to three metres away from the corners.)

Equipment

Equipment to be used is suitable and in good condition
Equipment and ice surface are checked before every session
Sticks are the correct length
Instructions are given regarding the proper maintenance of bandy equipment
First aid kit and phone are available

Clothing/Footwear

Skates, a helmet, a mouth guard, and, in the case of the goalkeeper, a face guard are worn
Teams must wear uniforms that make it easy to distinguish the two teams
Skates, sticks, and any tape on the stick must be of another colour than the ball
Additional protective equipment is used to protect knees, elbows, genitals, and throat; pants and gloves may contain padding
Appropriate clothing is worn for weather conditions

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan has been encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

BASEBALL (HARDBALL)

Baseball is a sport played with a bat and ball by two teams of nine players on a field with four bases marking the course the batters must take to score runs.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a National Coaching Certification Program/Baseball Canada-trained/certified coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill (If participating in an organized baseball program, Baseball Canada requires that all coaches have certification appropriate for their level of competition.)

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in baseball

Safety rules for baseball are learned

Skills/movements are learned in proper progression, especially higher-risk activities such as sliding

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision**

Instructor controls higher-risk activities (e.g., sliding practice)

Designated person is present with basic knowledge of first aid

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries. Pitchers are limited to a maximum of 60 pitches per game and no more than two games per day

PHYSICAL ACTIVITY SAFETY CHECKLISTS

BASEBALL (HARDBALL)

Facility/Environment

Local weather conditions, forecast, humidity, and temperature are checked prior to outdoor session
Bases are secured
Diamond is groomed and level, and free of holes, rocks, or other obstacles
Backstop is free of holes or broken wires, and is checked prior to each game or practice
Entrance gates to diamond must stay closed at all times
Dugout is screened to protect players and coaches
If the field is deemed to be unsafe, a game/practice must be rescheduled to a new field or new date, and a report must be submitted to appropriate authorities
When training indoors the site is suitable for the activity being practised (e.g., a school gymnasium may be suitable for a pitching practice but not for batting practice)

Equipment

Equipment to be used is suitable and in good condition
Equipment (bats, helmets) are checked by a qualified person before every session
Bats are the appropriate size (length and weight) for each participant
CSA-approved helmets are worn by batters and base runners as well as players in the on-deck circle
Helmets must have ear flaps on both sides
Catchers must wear approved equipment
Instructions are given regarding the proper care and maintenance of baseball equipment
Equipment not being used as part of the game must be kept out of the playing area
First aid kit and phone are available

Clothing/Footwear

Appropriate footwear is worn
Laces are tied and open-toed shoes are avoided
Jewelry is removed when safety a concern (or in accordance with league rules)
Appropriate clothing is worn (pants, team shirt, and baseball hat), permitting unrestricted movement
Clothing must meet requirement of the club or competition
Application of sunscreen/insect repellent is advised, depending on circumstances

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan has been encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

BASKETBALL

Basketball is a team sport in which two teams of five active players each try to score points against one another by throwing a ball through a 10-foot-high hoop (the basket).

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a National Coaching Certification Program/Canada Basketball trained/certified coach or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill. If participating in an organized league, the league may require a certain level of coach certification.

All sessions are conducted in a safe environment, with students aware of potential risks involved in basketball

Safety rules and practices in basketball are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction followed by **in-the-area supervision** when sufficient competency is demonstrated

Designated person responsible for first aid care is present

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

BASKETBALL

Facility

- Activity area is free of hazards/debris and appropriate wall padding is in place
- Activity area is clearly marked with adequate out-of-bounds areas
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are posted
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Balls should be checked for proper inflation and lack of deformity before every session
- Ball size is correct for students
- Instructions are given regarding the proper maintenance of basketball equipment
- Wall pads are in good repair
- First aid kit and phone are available

Clothing/Footwear

- Appropriate and properly fitted footwear is worn
- Laces are tied and open-toed shoes are avoided
- Jewelry is removed or secured when safety is a concern
- Appropriate clothing is worn (t-shirt and shorts are best), permitting unrestricted movement
- Eye wear must be secured and in accordance with the rules of competition
- Team uniforms must be in accordance with rules of competition as outlined by league

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

BIATHLON

Biathlon combines cross-country skiing and target shooting and is undertaken along a defined course.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is provided by certified National Coaching Certification Program/Biathlon Canada coach, or an experienced coach capable of demonstrating competencies of a certified coach in preparing programs for biathlon events as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, indoors and outdoors, with students aware of risks involved in biathlon training and competition

Instruction in basic safety (including ski and rifle safety) is learned prior to participation

Coaches monitor weekly training load (distance) and increases of athletes

Skills/movements are learned in proper progression

The length of the event must be appropriate for the age and fitness level of the student

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

PHYSICAL ACTIVITY SAFETY CHECKLISTS

BIATHLON

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision** during shooting sessions, **on-site supervision** during initial instruction for skiing, and **in-the-area supervision** during training or competition

Trained supervisor is present at shooting stations

As some training sessions will be conducted by the student on their own, students should be encouraged to train in pairs.

Designated person responsible for providing first aid is present during the entire session

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

Facility/Environment

Local weather conditions/forecast, including windchill, are checked prior to outdoor session

A safety check of the ski trail has been performed prior to session

Ski trail is free of debris/obstructions and as free of traffic as possible

Route is clearly marked

Shooting stations are set up in accordance with regulations

Equipment

Equipment to be used is suitable and in good condition

Skis, poles, and rifles are checked prior to each session; damaged equipment must be repaired or replaced

Portable media players (such as an MP3 player) are avoided while training as they reduce the biathlete's awareness to his/her surroundings

First aid kit and phone are available

Clothing/Footwear

Appropriate footwear is worn with laces tied
Jewelry is removed or secured when safety is a concern

Appropriate clothing permitting unrestricted movement is worn

Suitable clothing provides protection from weather and sun

Clothing must meet the requirement of the club or competition

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

BOCCE

Bocce is a precision sport where players throw balls toward a target.

Risk Factor Rating

1

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified bocce coach (Special Olympics), or an experienced player/coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks involved in bocce

Safety rules are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **in-the-area supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

BOCCE

Facility/Environment

- Local weather conditions, forecast, and temperature are checked prior to outdoor session
- Activity area is free of hazards/debris
- Activity area is clearly marked with adequate out-of-bounds areas
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are provided or posted
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked
- Outdoor facilities are properly marked and fenced

Equipment

- Equipment to be used is suitable and in good condition
- Equipment should be checked before every session
- Instructions are given regarding the proper maintenance of bocce equipment
- First aid kit and phone are available

Clothing/Footwear

- Appropriate and properly fitted footwear is worn
- Laces are tied and open-toed shoes are avoided
- Jewelry is removed or secured when safety is a concern
- Appropriate clothing is worn, permitting unrestricted movement
- Clothing must meet requirements of club or competition

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

BOWLING (5 AND 10 PIN)

Bowling is a precision sport where players throw balls toward a set of targets (pins).

Risk Factor Rating

1

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Canadian 5-pin or 10-pin bowling coach or an experienced bowler/coach who is capable of demonstrating competency of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks involved in bowling

Safety rules and bowling etiquette are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **in-the-area supervision**

Safety rules and bowling etiquette are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

BOWLING (5 AND 10 PIN)

Facility

- Activity area is free of hazards/debris
- Proper lighting and ventilation are provided
- Safety rules/regulations are posted
- Instructions for use of facility are posted
- Emergency exit is clearly marked
- Bowling area is be free of food and drinks

Equipment

- Equipment to be used is suitable and in good condition
- Equipment is checked before every session
- Instructions are given regarding the proper maintenance of bowling equipment
- First aid kit and phone are available

Clothing/Footwear

- Appropriate and properly fitted footwear is worn
- Laces are tied and open-toed shoes are avoided
- Jewelry is removed or secured when safety is a concern
- Appropriate clothing is worn, permitting unrestricted movement
- Clothing must meet requirement of the club or competition
- Clothing not being used is properly stored away from the bowling area

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

BOXING

Boxing is a combative sport where fighters wearing gloves attempt to hit their opponents with their fists.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/boxing coach, or an experienced athlete/coach capable of demonstrating competencies of a certified coach
All sessions are conducted in a safe environment, with students aware of potential risks involved in boxing

Boxing safety rules (including use of hand wraps) and proper training/competition etiquette are learned

Skills/movements are learned in proper progression

Training sessions include appropriate fitness training

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

Drinking water is available and consumed as needed

Student must demonstrate competency of skill/fitness prior to being allowed to enter competition

Instruction/encouragement in proper techniques is provided to maintain appropriate fighting weight

Instructor ensures that the boxer's medical record is up-to-date

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision**

Safety rules and procedures are enforced

Designated person responsible for providing first aid is present during the entire session

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

BOXING

Facility

- Activity area is free of hazards/debris
- Flooring provides adequate traction
- Activity area is clearly marked with adequate out-of-bounds areas
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are posted
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Personal equipment (gloves, head gear, etc.) is checked by a qualified person before every session
- Equipment is the correct size for participant
- Instructions are given regarding the proper maintenance of boxing equipment
- Training equipment (heavy bags, speed bags, etc.) is checked before use
- First aid kit and phone are available

Clothing/Footwear

- Appropriate and properly fitted footwear is worn
- Laces are tied and open-toed shoes are avoided
- Jewelry is removed or secured when safety is a concern
- Appropriate clothing is worn (t-shirt and shorts are best), permitting unrestricted movement
- Clothing must meet requirements of club or competition

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

BROOMBALL

Broomball is a sport played by two teams of players running on an ice surface and trying to hit a ball with a stick into the opposing team's goal.

Risk Factor Rating

3

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program coach or an experienced broomball player/coach who is capable of demonstrating competency of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks involved in broomball

Safety rules and procedures are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision**

Designated individual responsible for first aid is available

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

BROOMBALL

Facility/Environment

Local weather conditions/forecast, including windchill, are checked prior to outdoor session

Activity area is free of hazards/debris and cracks/uneven surfacing (ruts)

Proper lighting and ventilation, when applicable, are provided

All rink doors must be closed

Safety rules/regulations are posted

Instructions for use of facility are posted

Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition

Sticks must be checked for cracks before every session and repaired or replaced accordingly

Instructions are given regarding the proper maintenance of broomball equipment

Regulation (i.e., approved) broomball sticks must be used

First aid kit and phone are available

Clothing/Footwear

Protective gear is worn as prescribed by the Canadian Broomball Federation.

CSA-approved helmet, with mask, must be worn

Mouth guard is worn

Appropriate footwear (broomball shoes) are worn with laces tied

Jewelry is removed or secured when safety is a concern

Appropriate clothing is worn according to weather and temperature (indoors or outdoors), permitting unrestricted movement

Clothing must meet requirements of club or competition

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CALISTHENICS

Calisthenics is a system of simple exercises performed without weights or other equipment and is intended to promote general fitness.

Risk Factor Rating

1

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an instructor certified by the Manitoba Fitness Council or from an experienced instructor capable of demonstrating competencies of a certified instructor, as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks of calisthenics exercises

Safety rules and procedures are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with an appropriate warm-up and cool-down

Drinking water is available and consumed as needed

Program adheres to basic fitness and training principles

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CALISTHENICS

Facility

Activity area is free of hazards/debris
Proper lighting and ventilation, when applicable, are provided
Instructions for use of facility are posted
Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition
Floor exercises are done on gymnastics mats, which should be cleaned on a regular basis
First aid kit and phone are available

Clothing/Footwear

Appropriate and properly fitted footwear is worn
Laces are tied and open-toed shoes are avoided
Jewelry is removed or secured when safety is a concern
Appropriate clothing is worn (t-shirt and shorts are best), permitting unrestricted movement
Clothing must meet requirements of the facility

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CAMPING—RESIDENTIAL

Residential camping refers to visits to a permanent camp or outdoor centre in which a service provider offers dorms or cabins and toilets, shower, and kitchen facilities. While residential camping is not a physical activity per se, it provides the student with opportunities for alternative pursuits that are specific to a different or natural environment.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an experienced camper, competent to organize, demonstrate, instruct and supervise the trip as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

Students are aware of potential risks involved in camping

Safety rules and techniques, including buddy system, are learned prior to participation

Skills/techniques, including low-impact camping, are learned in proper progression

Program must be planned in detail and shared with students/parents and includes contingency plans for inclement weather

Behavioral expectations, boundaries for activity, and assembly procedures are reviewed prior to the trip

Local weather conditions/forecasts and fire restrictions are checked before the start of trip

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CAMPING—RESIDENTIAL

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision** for higher-risk activities, such as preparing fires and chopping wood, and otherwise **in-the-area supervision**

Designated person responsible for providing first aid is available

Copy of itinerary is left with a responsible adult, including such details as the make, year, and license plate of each vehicle, the equipment being brought, the route plan, the weather anticipated, and the anticipated date/time of return

Process for the accounting of the students must be in place

Buddy system is in place as it is safest to camp/hike with at least one companion (If entering a remote area, the group should have a minimum of four people, allowing one to stay with the victim when someone is hurt while two go for help.)

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

Facility/Environment

Detailed maps are provided of area where students will be camping

Permission/permit to use site(s) is obtained. Regulations about campfires or guidelines about wildlife are verified.

In Manitoba the camp is accredited by the Manitoba Camping Association, meeting minimum standards

Access to adequate water supply is available and students are encouraged to consume water regularly

Clothing/Footwear

Properly fitted shoes/boots are worn (no open-toed shoes)

Appropriate clothing is worn, providing unrestricted movement while protecting the body.

Clothing is worn in layers; extra clothing is packed as appropriate

Jewelry is removed/secured when safety is a concern

Suitable clothing and protection for the elements is packed for weather, sun, insects, etc.

Equipment

Equipment to be used is suitable and in good condition

Equipment is checked by supervisor/qualified person prior to departure/usage

Instructions are given regarding the proper use/maintenance of equipment

Leader and each student has a whistle or other signaling device if off site

Portable media players (such as an MP3 player) are discouraged/restricted as they reduce awareness to one's surroundings

First aid kit and phone are available. An alternative emergency communication system can also be used (GPS [Global Positioning System] is now affordable.)

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CAMPING—RESIDENTIAL

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CAMPING—SUMMER

Camping is an outdoor recreational activity that involves spending one or more nights in a tent, primitive structure, a travel trailer, or recreational vehicle with the purpose of getting away from civilization and enjoying nature. While summer camping is not a physical activity per se, it provides the student with opportunities for alternative pursuits that are specific to a different or natural summer environment.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student’s personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an experienced camper, competent to organize, demonstrate, instruct and supervise the trip as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

Leader is familiar with area and is in good physical condition

Students are aware of potential risks involved in camping

Safety rules/techniques, including buddy system, are learned prior to trip

Instruction is received in use of compass/GPS and what to do if lost

Skills/techniques, including low impact camping, are learned in proper progression

Activity sessions are appropriate for the abilities of the students; if the trip will be strenuous, students need to be in good physical condition before setting out

Behavioral expectations, boundaries for activity, and assembly procedures are reviewed prior to trip

Program must be planned in detail and shared with students/parents, and must include detailed menus, cooking supplies, as well as group and personal equipment

Local weather conditions/forecasts and fire restrictions are checked before the start of trip

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CAMPING—SUMMER

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision** for higher-risk activities, such as preparing fires and chopping wood, and otherwise **in-the-area supervision**

Designated person responsible for providing first aid is available

Copy of itinerary is left with a responsible adult, including such details as the make, year, and license plate of each vehicle, the equipment being brought, the route plan, the weather anticipated, and the anticipated date/time of return

Process for the accounting of the students must be in place

Buddy system is in place as it is safest to camp/hike with at least one companion (If entering a remote area, the group should have a minimum of four people, allowing one to stay with the victim when someone is hurt while two go for help.)

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries and evacuation

Detailed plans for contingency and inclement weather are recorded in writing

Facility/Environment

Location of local emergency services have been identified

Detailed maps are provided of area where students will be camping

Washroom facilities are accessible

Permission/permit to use site(s) is obtained; regulations about campfires or guidelines about wildlife are verified

Access to adequate and safe water supply is available and water is consumed as needed

Food is properly stored outside of tent in a closed container that can't be easily broken into by animals (Food that is left out in the open can attract dangerous wildlife and can deplete the food supply.)

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CAMPING—SUMMER

Equipment

Equipment to be used is suitable and in good condition

Equipment is checked by supervisor or qualified person prior to departure/usage

Instructions are given regarding the proper use/maintenance of equipment

Leader and each student has a whistle or other signaling device if off-site

Other equipment required:

- portable propane/liquid gas-type stove (1 per 8 students)
- flashlight
- shovel/trowel
- sun protection and insect repellent
- waterproof matches
- nutritious food (which does not require preparation)

Portable media players (such as an MP3 player) are discouraged/restricted as they reduce awareness to one's surroundings

First aid kit and phone are available (An alternative emergency communication system can also be used [GPS is now affordable].)

Clothing/Footwear

Properly fitted shoes/boots are worn (no open-toed shoes)

Appropriate clothing is worn, providing unrestricted movement while protecting the body

Clothing is worn in layers; extra clothing is packed as appropriate

Jewelry is removed/secured when safety is a concern

Suitable clothing that protection from the elements is packed for weather, sun, insects, etc.

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CAMPING—WINTER

Camping is an outdoor recreational activity that involves spending one or more nights in a tent, primitive structure, a travel trailer, or recreational vehicle with the purpose of getting away from civilization and enjoying nature. Winter camping is a higher-risk activity than summer camping, due to the increased risks caused by the cold. While winter camping is not a physical activity, per se, it provides the student with opportunities for alternative pursuits that are specific to a different or natural winter environment.

Risk Factor Rating

3

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an experienced winter camper, competent to organize, demonstrate, instruct and supervise the trip as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

Leader has recently visited the site to be used for the program

Students are aware of potential risks involved in winter camping

Safety rules/techniques, including buddy system, are learned prior to trip

Instruction is received in the use of compass/GPS and what to do if lost

Winter camping and survival skills, including low-impact camping, are learned prior to the actual camping trip (Warm weather camping skills may have to be taught first.)

Students are encouraged to eat more food each day via snacks

Activity sessions are appropriate for the abilities of the students; if the trip will be strenuous, students need to be in good physical condition before setting out

Behavioural expectations, boundaries for activity, and assembly procedures are reviewed with students

Program must be planned in detail and shared with students/parents, and includes detailed menus, cooking, group and personal equipment as well as contingency plans for inclement weather

Local weather conditions/forecasts and fire restrictions are checked before the start of trip

Leader is familiar with weather conditions/forecast, normal storm patterns, and risks characteristic of the area (e.g., avalanches)

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CAMPING—WINTER

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

- Designated person responsible for providing first aid is available
- Recommended level of supervision: **constant visual supervision** for higher-risk activities, such as preparing fires and chopping wood, and otherwise **in-the-area supervision**
- Copy of itinerary is left with a responsible adult, including such details as the make, year, and license plate of each vehicle, the equipment being brought, the route plan, the weather anticipated, and the anticipated date/time of return
- Process for the accounting of the students must be in place
- Buddy system is in place as it is safest to camp/hike with at least one companion (If entering a remote area, the group should have a minimum of four people, allowing one to stay with the victim when someone is hurt while two go for help.)
- Safety rules and procedures are enforced
- Emergency action plan is in place to deal with accidents/injuries and evacuation
- Detailed plans for contingency and inclement weather are recorded in writing
- If traveling into avalanche territory, group is registered with authorities and the services of a guide certified by the Association of Canadian Mountain Guides or a certified Ski Guide have been enlisted

Facility/Environment

- Location of local emergency services have been identified
- Long range forecast and fire restrictions in area have been verified before heading out
- Detailed maps are provided of area where students will be camping
- Washroom facilities are accessible
- Permission/permit to use site(s) is obtained; regulations about campfires, or guidelines about wildlife are verified
- Access to adequate and safe water supply is available and water is consumed as needed
- Food is properly stored outside of tent in a closed container that can't be easily broken into by animals (Food that is left out in the open can attract dangerous wildlife and can deplete the food supply.)

Equipment

- Equipment to be used is suitable and in good condition
- Equipment is checked by qualified person prior to departure/usage
- Instructions are given regarding the proper use/maintenance of equipment
- Leader and each student has a whistle or other signaling device and a personal survival kit
- All students should have an adequate sleeping bag and sleeping pad
- Portable media players (such as an MP3 player) are discouraged/restricted as they reduce awareness of one's surroundings
- First aid kit and phone are available (An alternative emergency communication system can also be used. GPS [Global Positioning System] is now affordable. Walkie-talkies are available for communication within the group.)

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CAMPING—WINTER

Clothing/Footwear

- Appropriate boots for surface and conditions must be worn
- Appropriate clothing is worn in layers and provides unrestricted movement while protecting the body; adequate extra dry clothing is packed as appropriate for weather
- Jewelry is removed/secured when safety is a concern
- Adequate protection from the elements is packed (e.g., hats, mitts, sunglasses)

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CANOEING/KAYAKING/ROWING

Canoeing, kayaking, and rowing are activities where only muscle is used to propel a boat on water using a paddle.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/CanoeKayak Canada/Rowing Canada instructor or from an experienced paddler/rower capable of demonstrating competencies of a certified instructor, as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in canoeing/kayaking/rowing

Safety rules are learned prior to participation; students must know and follow the rules that govern the waters of the province they are paddling in (i.e., speed, "rules of the road," required safety equipment and protecting the marine environment)

Emergency rescue strategies are learned prior to participation

Skills are learned in proper progression, beginning with classroom sessions

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Students must know the rules of competition if participating in organized rowing sport

Leader is familiar with waters the group is paddling in, including hazardous rocks and strong currents

Instructor is aware of the local weather conditions/forecast

Weather/water conditions are appropriate for student's development/capabilities

* See camping checklists for safety information when camping overnight.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CANOEING/KAYAKING/ROWING

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during instruction and **in-the-area supervision** during outings
 Designated person has NLS Lifeguard certification or Current First Aid Qualifications
 Safety rules and procedures are enforced
 Emergency action plan is in place to deal with accidents/injuries and includes knowing what to do in a person-overboard emergency
 Instructor/supervisor has list of students on water

Equipment

Equipment to be used is suitable and in good condition
 Equipment is checked regularly by qualified person
 Paddles/oars are correct size for participant
 Students are all wearing a proper fitted Transport Canada-approved lifejacket/Personal Flotation Device (PFD) with a whistle attached; the law requires one PFD for each person on board
 Boat safety kit is carried for each canoe, including bailing device, waterproof flashlight, signaling device (whistle), 50-foot floating nylon rope
 Extra paddle is carried for each canoe
 First aid kit and phone are available

Facility/Environment

Local weather conditions, forecast, and temperature are checked prior to outdoor session
 A map of the route is provided or the course is clearly marked; students are briefed prior to entering the water
 Emergency rescue boat is available
 Course is free of hazards or has clearly marked hazards

Clothing/Footwear

Appropriate footwear is worn
 Jewelry is removed or secured when safety is a concern
 Appropriate protection from weather is used (e.g., hat, jacket, sunglasses, sunscreen)

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
 The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
 Registration in an accident insurance plan is encouraged
 Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
 The activity is suitable to the student's age, ability, mental condition, and physical condition
 The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
 The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CANOE/KAYAK TRIPPING (WILDERNESS/WHITewater)

Canoe/kayak tripping is defined as traveling in groups by canoe/kayak through wilderness or semi-wilderness areas for a period of time which includes at least one overnight camp.

Risk Factor Rating

4

General Learning Outcome

The student will demonstrate safe and responsible behaviours in order to manage the risks of injury in physical activity participation and for daily living.

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an instructor who has Level 2 canoe tripping certification from Paddle Canada (or Manitoba) or has the experience and competencies of a certified leader, capable of teaching/demonstrating canoe/kayak skills and able to organize/ supervise trip as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

Leader has experience traveling particular trip course

Students are aware of the potential risks involved in canoe/kayak tripping

Safety rules are learned prior to participation; students must know and follow the rules that govern the waters of the province they are paddling in (i.e., speed, "rules of the road," required safety equipment and protecting the marine environment)

Instruction is received in the skills necessary for the trip (e.g., packing, waterproofing, interpreting weather conditions, prevention/treatment of hypothermia, using a compass, map reading, cooking over open fire, capsized canoe/kayak, help-huddle positions, basic strokes, and river reading)

Skills are learned in proper progression, beginning with classroom sessions; navigation of rapids should be avoided

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Water purification method is learned; water is consumed as needed

Route selected is appropriate for group's abilities (grade 1 rivers, unless very well trained)

Students have been assessed according to a recognized survival swim test prior to instruction

* See camping checklists for safety information when camping overnight.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CANOE/KAYAK TRIPPING (WILDERNESS/WHITewater)

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during instruction and **in-the-area supervision** during trip

Minimum of one supervisor is familiar with the area of the trip

Supervisors have training from Paddle Canada (or Manitoba)

Minimum of one instructor/supervisor/participant has:

1. NLS Lifeguard Certificate, OR
2. Current First Aid Qualifications:
 - a) St. John Emergency First Aid Certificate, OR
 - b) Canadian Red Cross Emergency First Aid, OR
 - c) RLSS Aquatic Emergency Care Certificate, OR
 - d) Canadian Ski Patrol First Aid Certificate

Copy of itinerary is left with a responsible adult, including such details as the make, year, and license plate of each vehicle at the drop-off point, the equipment being brought, the route plan, the weather anticipated and the anticipated date/time of return

Appropriate gender supervision is provided

Trip is conducted in safe manner with open water crossings avoided, particularly if wind, surface chop and/or currents are unfavorable

Heterogeneous pairings are set for each boat (more capable paddler with a less capable paddler) when canoe skills or fitness abilities vary significantly

Local weather conditions/forecasts, forest fire conditions and fire restrictions are checked before the start of trip

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries, evacuation and knowing what to do in a person-overboard emergency

Detailed plans for contingency and inclement weather are recorded in writing

Trip is planned in detail and is appropriate for the abilities of the group

Environment

Trip route must be appropriate for the age/ability of the students

Trip avoids white water, selecting grade 1 rivers

Equipment

Equipment to be used is suitable and in good condition

Equipment (boats, paddles, lifejackets, etc.) is checked by qualified person before every session

Instructions are given regarding the proper maintenance of canoe equipment

Paddles/oars are correct size for participant

First aid kit and phone are available. An alternative emergency communication system can also be used (GPS [Global Positioning System] is now affordable.)

Students are all wearing a properly fitted Transport Canada Approved lifejacket/Personal Flotation Device (PFD) with a whistle attached; the law requires one PFD for each person on board

continued

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CANOE/KAYAK TRIPPING (WILDERNESS/WHITewater)

Equipment (continued)

Boat safety kit is carried for each canoe, including bailing device, waterproof flashlight, signaling device (whistle), 50-foot floating nylon rope

Extra paddle is carried for each canoe

Emergency canoe repair kit and rope is available

Emergency communication system is available

Other equipment required:

- portable cooking stove (use a propane/liquid gas-type stove [1 per 8 students])
- flashlight
- shovel/trowel
- sun protection and insect repellent
- waterproof matches
- nutritious food (which does not require preparation)
- adequate and safe water supply, including water purification method/tablets

Portable media players (such as an MP3 player) are discouraged/restricted

Clothing/Footwear

Properly fitted shoes/boots are worn for portaging (no open-toed shoes)

Rain gear is carried

Clothing is worn in layers

Dry change of clothing is carried in waterproof bags

Jewelry representing a safety concern must be removed or taped and eyewear should be secured

Hats and sunglasses are worn

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CHEERLEADING (ACROBATIC, SPIRIT, OR DANCE)

Cheerleading used to be an athletic activity designed to act as a support system for other sports, primarily for boosting school and team spirit. Cheer competitions changed all that as increasingly more difficult stunts, with an increasing risk of injury, have been introduced as an important factor in judging acrobatic cheerleading competitions.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a certified/trained/experienced coach as per the minimum requirements of Manitoba Association of Cheerleading as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks involved in cheerleading

Safety rules and procedures are learned prior to participation

Skills/movements are learned in proper progression, including proper spotting and catching skills

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Sessions include not only skill development but a conditioning component

Drinking water is available and consumed as needed

Students are assessed and assigned a physical conditioning program

Skills not mastered in practice are not to be included in competitions

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CHEERLEADING (ACROBATIC, SPIRIT, OR DANCE)

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision:
constant visual supervision during the initial skill learning stages and when high-risk moves are practised; otherwise, **in-the-area supervision** is provided

Safety rules and procedures are enforced
Emergency action plan is in place to deal with accidents/injuries

Facility

Activity area is clearly marked and provides a dry, flat surface that is free of hazards (on floor and overhead)

Adequate clear space around activity area is provided

Proper lighting and ventilation, when applicable, are provided

Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition

Appropriate mats and safety equipment is available and in good repair

Equipment is checked by a qualified person before every session

First aid kit and phone are available

Clothing/Footwear

Appropriate footwear is worn

Laces are tied and open toed shoes are avoided

Jewelry is removed or secured when safety is a concern

Appropriate clothing for conditions is worn, permitting unrestricted movement

Clothing must meet requirements of club or competition

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan has been encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CIRCUIT TRAINING

Circuit training is a system utilizing a group of six to ten strength exercises that are completed one after another.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an instructor certified by the Manitoba Fitness Council or from an experienced instructor capable of demonstrating competencies of a certified instructor, as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks of circuit training with specific reference to certain exercises which might constitute part of the program

Safety rules and procedures are learned prior to participation

Skills/movements are learned prior to commencing circuit

Each session is conducted with an appropriate warm-up and cool-down

Drinking water is available and consumed as needed

Program adheres to basic fitness and training principles

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction and **in-the-area supervision** during training sessions

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CIRCUIT TRAINING

Facility

- Activity area is free of hazards/debris
- Activity area is clearly marked
- Floor surface provides adequate footing
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are provided or posted
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Equipment is checked by a qualified person before every session
- Equipment is the correct size/weight for the student's development/abilities
- Instructions are given regarding the proper maintenance/storage of equipment
- First aid kit and phone are available

Clothing/Footwear

- Appropriate and properly fitted footwear is worn
- Laces are tied and open-toed shoes are avoided
- Jewelry is removed or secured when safety is a concern
- Appropriate clothing is worn (t-shirt and shorts are best), permitting unrestricted movement
- Clothing meets requirements of facility

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CLIMBING (WALL, ROCK, BOULDERING, OR ICE TOWER)

Climbing is a popular recreational activity that started as an alpine necessity and became an athletic sport in its own right. There are numerous types of climbing activities: bouldering, rock climbing, artificial climbing walls, ice climbing, and rappelling and abseiling.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an instructor trained by the Alpine Club of Canada, or a similar program, or is an experienced climber/teacher capable of teaching, demonstrating and supervising climbing sessions as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

Instruction is received by a trained belayer if climbing requires the use of a belaying system

All sessions are conducted in a safe environment, with students being aware of the potential risks of climbing

Safety rules and procedures are learned prior to participation

Climbing skills are learned in proper progression

Climbing sessions are conducted with an appropriate warm-up and cool-down

Difficulty of climb is appropriate for student's development/abilities

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

* See camping checklists for safety information when camping overnight.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CLIMBING (WALL, ROCK, BOULDERING, OR ICE TOWER)

<p>Supervision</p> <p>Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.</p> <p>Recommended level of supervision: constant visual supervision until belayers or spotters (bouldering) are competent as well as for lowerings; otherwise on-site supervision is provided</p> <p>Instructor controls the climb Safety rules and procedures are enforced Emergency action plan is in place to deal with accidents/injuries</p>	<p>Facility/Environment</p> <p>Local weather conditions, forecast, humidity, and temperature/windchill are checked prior to outdoor session Activity area is free of hazards/debris Activity area is clearly marked Proper lighting and ventilation, when applicable, are provided Safety rules/regulations are provided or posted Instructions for use of facility are posted Emergency exit of indoor facility is clearly marked</p>
<p>Equipment</p> <p>Equipment to be used is suitable and in good condition Ropes and harnesses are inspected before every use and replaced on a regular schedule Helmets fit properly First aid kit and phone are available</p>	<p>Clothing/Footwear</p> <p>Appropriate and properly fitted footwear is worn Laces are tied and open-toed shoes are avoided Jewelry is removed or secured when safety is a concern Appropriate clothing is worn, permitting unrestricted movement Clothing must meet requirements of club or conditions</p>
<p>Other Considerations</p> <p>The student has completed a regular medical checkup and a medical history prior to starting the program The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program Registration in an accident insurance plan is encouraged Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional The activity is suitable to the student's age, ability, mental condition, and physical condition The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher</p>	

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CRICKET

Cricket is a bat and ball game played on a field by two teams of eleven players.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Canadian Cricket Association coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks of cricket

Safety rules and procedures are learned prior to participation including safe bowling practice

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

All non-participating players are in a place safe from the batter

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during instruction

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CRICKET

Facility/Environment

Local weather conditions, forecast, humidity, and temperature are checked prior to outdoor session

Activity area is level and free of hazards/debris while providing adequate footing

Activity area is clearly marked with adequate out-of-bounds areas, which are also free of hazards/debris

Proper lighting and ventilation, when applicable, are provided

Safety rules/regulations are taught and posted

Emergency exit of indoor facility is clearly marked

Designated area is identified for non-participating players and in a place safe from the batter

Equipment

Equipment to be used is suitable and in good condition

Equipment (bats, stumps, and pads) are checked by a qualified person before every session

Wicket keepers wear appropriate cricket pads and gloves

Batters wear appropriate helmet and gloves when batting

Suitable ball is used to match the experience and environment the game/practice is held in (e.g., tennis ball or indoor cricket ball when indoors)

Instructions are given regarding the proper maintenance of cricket equipment

First aid kit and phone are readily available

Clothing/Footwear

Appropriate footwear is worn

Laces are tied and open-toed shoes are avoided

Jewelry is removed or secured when safety is a concern

Appropriate clothing is worn, permitting unrestricted movement

Clothing must meet requirements of club or competition

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CROSS-COUNTRY RUNNING

Cross-country running is a sport where individuals and teams race to complete a course over open or rough terrain.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Athletics Canada coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks of cross-country running

Basic safety is learned prior to participation, with reference to various terrains (including road safety and buddy system of running)

Skills/movements are learned in proper progression

Length and difficulty of course must be appropriate for age and ability level of athlete

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Course is walked before a race when possible

Coaches monitor weekly training load (distances and increases) of athletes through a training log/journal

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CROSS-COUNTRY RUNNING

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **in-the-area supervision**

As some training sessions will be conducted by the student on their own, students are encouraged to train in pairs

Person responsible for providing first aid should be present and accessible during the entire session
Safety rules and procedures are enforced

Marshals are stationed at accessible points throughout course

Safety check of course is performed prior to run

Pre- and post-run/race check-in system is in place

Runners must be briefed on the course prior to run

Plan in place in case someone gets separated from the group during a run or race

Emergency action plan is in place to deal with accidents/injuries and lost runners

Facility/Environment

Local weather conditions, forecast, and temperature are checked prior to outdoor session

Course/route is clearly marked

Equipment

Equipment to be used is suitable and in good condition

Portable media players (such as an MP3 player) are avoided while running as they reduce the runner's awareness to any potential dangers in his/her surroundings

First aid kit and phone are available

Clothing/Footwear

Appropriate footwear is worn

Laces are tied and open-toed shoes are avoided

Jewelry is removed or secured when safety is a concern

Appropriate clothing is worn, permitting unrestricted movement and providing adequate protection from elements and vegetation

Protection from sun or insects is used as required

Clothing must meet requirements of club or competition

Extra clothing is available which is appropriate for weather for pre- and post-run/race

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CROSS-COUNTRY RUNNING

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CURLING

Curling is a precision sport played on ice by two teams of four players alternately sliding polished granite stones towards a target area.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Canadian Curling Association Coach, or an experienced player/coach capable of demonstrating the competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks involved in curling

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Skills/movements are learned in proper progression

Safety rules and proper on-ice procedures/etiquette are learned prior to participation

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CURLING

Facility/Environment

Local weather conditions are checked prior to outdoor session
Activity area is free of hazards/debris
Proper lighting and ventilation, when applicable, are provided
Safety rules/regulations and curling etiquette are taught, posted, and enforced
Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition
Equipment (rocks and ice surface) is checked by a qualified person before every session
Sliders are available for students
Instructions are given regarding the proper maintenance of curling equipment
First aid kit and phone are available

Clothing/Footwear

Clothing must be appropriate for cold-temperature activity, dressing in layers to maintain warmth
Curling shoes or slip-on sliders are worn
Jewelry is removed or secured when safety is a concern
Suitable protection against the sun is used if curling outdoors
Appropriate clothing is worn for club or competition

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CYCLING—INDOOR/STATIONARY (SPINNING®, STUDIO CYCLING, OR POWERPACING)

Indoor/stationary cycling is a form of high-intensity exercise that involves using a stationary bicycle and includes completing programs such as “spinning,” “studio cycling,” and “powerpacing.”

Risk Factor Rating

1

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student’s personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an instructor certified by the Manitoba Fitness Council or from an experienced instructor capable of demonstrating competencies of a certified instructor, as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks of indoor cycling

Safety rules and procedures are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with an appropriate warm-up and cool-down

Drinking water is available and consumed as needed

Program adheres to basic fitness and training principles

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CYCLING—INDOOR/STATIONARY (SPINNING®, STUDIO CYCLING, OR POWERPACING)

Facility

- Activity area is free of hazards/debris
- Activity area is clearly marked
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are provided or posted
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Equipment (bike, brakes, and tire air pressure, etc.) are checked regularly by qualified staff and riders
- Bike is correct size for participant
- Instructions are given regarding the proper maintenance of equipment
- Bicycle repair kit is accessible
- First aid kit and phone are available

Clothing/Footwear

- Appropriate shoes (cycling or runners) are worn
- Laces are tied and open-toed shoes are avoided
- Appropriate clothing is worn, permitting unrestricted movement
- Jewelry is removed or secured when safety is a concern

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CYCLING—RECREATIONAL

Cycling involves riding bicycles, unicycles, tricycles, and other human-powered vehicles (HPVs). For the purposes of this safety checklist, recreational cycling refers to non-competitive cycling for pleasure or as a mode of transportation.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies*

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an experienced cyclist capable of demonstrating and teaching basic cycling skills, road safety as well as organizing/leading group rides as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks involved in cycling

Cycling and road safety rules and procedures are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Students demonstrate competency of skill/fitness prior to longer rides

Difficulty of ride is appropriate for student's development/capabilities

* See camping checklists for safety information when camping overnight.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CYCLING—RECREATIONAL

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **in-the-area supervision**

Riders are briefed on the route and potential hazards prior to ride

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries and lost students

Supervisor has list of students on the course

Instructor has recently ridden the course

Pre- and post-ride check-in system is in place

Facility/Course/Environment

Local weather conditions, forecast, humidity, and windchill are checked prior to ride

Appropriate permits for travel route or permission to use off-road properties have been obtained

When applicable, map with route and hazards clearly marked is used; hazards on route are clearly marked and safe passage around the hazards is possible

Courses are of appropriate length/challenge for rider's ability

Support vehicle is available for riders, if applicable

Buddy system is used when riding, if possible

Equipment

Equipment to be used is suitable and in good condition

Equipment (bike, brakes, and tire air pressure, etc.) are checked regularly

Bike is correct size for participant

Bicycle repair kit, including pump, is accessible

Portable music players and other electronic devices are not permitted on rides as they create distractions

Safety vests for lead and sweep riders are worn when road riding

First aid kit and phone are available

Clothing/Footwear

Correctly fitted CSA/Snell/ANSI/ASTM-approved helmet is worn at all times

Appropriate footwear is worn

Laces are tied and open-toed shoes are avoided

Jewelry is removed or secured when safety is a concern

Appropriate clothing (proper fit and visibility) is worn for conditions

Suitable protection from the weather is used (e.g., hat, jacket, sunglasses, sunscreen)

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting into the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan has been encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CYCLING—SPORT (BMX, CYCLOCROSS, MOUNTAIN BIKE, ROAD, TRACK)

Cycling involves riding bicycles, unicycles, tricycles, and other human-powered vehicles (HPVs). The types of competitions (disciplines) under the jurisdiction of the Canadian Cycling Association include BMX, cyclocross, mountain bike, road, track, and paralympics.

Risk Factor Rating

3

General Learning Outcome

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

Risk Management Strategies*

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Canadian Cycling Association coach, trained through the Manitoba Cycling Association, or an experienced coach/cyclist capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks involved in cycling

Cycling and road safety rules and procedures are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Students demonstrate competency of skill/fitness prior to longer rides

Difficulty of ride is appropriate for student's development/capabilities

* See camping checklists for safety information when camping overnight.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CYCLING—SPORT (BMX, CYCLOCROSS, MOUNTAIN BIKE, ROAD, TRACK)

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **in-the-area supervision**

Riders are briefed on the route and potential hazards prior to ride

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries and lost students

Supervisor has list of students on the course

Pre- and post-ride check-in system is in place

Facility/Course/Environment

Local weather conditions, forecast, humidity, and windchill are checked prior to ride

Appropriate permits for travel route or permission to use off-road properties have been obtained

When applicable, map with route and hazards clearly marked is used; hazards on route are clearly marked and safe passage around the hazards is possible

Courses are of appropriate length/challenge for rider's ability

Support vehicle is available for riders, if applicable

Buddy system is used when riding if possible

Equipment

Equipment to be used is suitable and in good condition

Equipment (bike, brakes, and tire air pressure, etc.) are checked regularly

Bike is correct size for participant

Bicycle repair kit including pump is accessible

Portable media players (such as an MP3 player) are not permitted on rides as they produce distractions

Safety vests for lead and sweep riders are worn when road riding

First aid kit and phone are available

Clothing/Footwear

Correctly fitted CSA/Snell/ANSI/ASTM-approved helmet is worn at all times

Appropriate footwear is worn

Laces are tied and open-toed shoes are avoided

Jewelry is removed or secured when safety is a concern

Appropriate clothing (proper fit and visibility) is worn for conditions

Suitable protection from the weather is used (e.g., hat, jacket, sunglasses, sunscreen)

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CYCLING—TRIPS

Cycling involves riding bicycles, unicycles, tricycles, and other human-powered vehicles (HPVs). Cycling trips are very popular whether for group activity through a designated area or as a form of travel from one place to another.

Risk Factor Rating

3

General Learning Outcome

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

Risk Management Strategies*

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Canadian Cycling Association coach (including CAN-BIKE bicycle touring I and/or II) trained through the Manitoba Cycling Association, or an experienced cyclist capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks of cycling
Cycling and road safety rules and procedures are learned prior to participation

Skills/movements are learned in proper progression (Level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.)

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Students demonstrate competency of skill/fitness prior to longer rides

Difficulty of ride is appropriate for student's ability

Adequate number of training rides are organized prior to trip to ensure students are physically capable of proposed trip

Leader develops detailed plan for trip including camp sites, meals, washrooms, etc.

* See camping checklists for safety information when camping overnight.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

CYCLING—TRIPS

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction and then **in-the-area supervision; constant visual supervision** may be required for a specific hazard

Riders are briefed on the route and potential hazards prior to ride

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries and lost students

Designated rider with first aid training is present

Buddy system is used when riding

Pre- and post-ride check-in system is in place

Equipment

Equipment to be used is suitable and in good condition

Equipment (bike, brakes, and tire air pressure, etc.) are checked regularly

Leader inspects each bike prior to trip

Bike is correct size for participant

Bicycle repair kit including pump is accessible

Spare parts and tools to make repairs are available

Safety vests for lead and sweep riders are worn when road riding

Support vehicles are available

Portable media players (such as an MP3 player) are not permitted on rides as they produce distractions

First aid kit and phone or other emergency communication device are available

Walkie-talkies are available for leaders

Facility/Course/Environment

Local weather conditions, forecast, humidity, and windchill are checked prior to ride

Appropriate permits for travel route or permission to use off-road properties have been obtained

Map with route and hazards clearly marked is used

Route is free of hazards, or the hazards are clearly marked and safe passage around the hazards is possible

Clothing/Footwear

Correctly fitted CSA/Snell/ANSI/ASTM-approved helmet is worn at all times

Appropriate and properly fitted footwear is worn

Laces are tied and open-toed shoes are avoided

Jewelry is removed or secured when safety is a concern

Appropriate clothing (proper fit and visibility) is worn for conditions

Suitable protection from the weather is used (e.g., hat, jacket, sunglasses, sunscreen)

Cycling gloves are worn

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

DANCE—BALLET

Ballet is a form of classical dance demanding highly developed technique, grace, and precision, telling a story via specific gestures and flowing patterns of movement with costumes and music usually written by classical composers.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified ballet teacher or an experienced dancer capable of organizing a dance program, providing instruction and able to demonstrate steps as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in ballet

Safety rules are learned prior to participation

Skills/movements are learned in proper progression

Students demonstrate competency of skill/fitness prior to moving on to more complex skills

Difficulty of move is appropriate for student's development/capabilities

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

DANCE—BALLET

Facility

- Activity area is free of hazards/debris
- Dance area is clearly marked with adequate out-of-bounds areas
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are posted
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Equipment is checked by a qualified person before every session
- Instructions are given regarding the proper maintenance of ballet equipment
- First aid kit and phone are available

Clothing/Footwear

- Appropriate footwear is worn
- Jewelry is removed or secured when safety is a concern
- Appropriate clothing permitting unrestricted movement is worn
- Clothing must meet requirements of club or dance studio

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

DANCE (BALLROOM, FOLK, HIP HOP, HOOP LINE, SQUARE, TAP, JAZZ, MODERN)

Dance programs include various forms such as ballroom, folk, hip hop, hoop, line, square, tap, jazz, and modern dance.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified dance teacher with training from a dance school or university capable of demonstrating competencies of a certified dance teacher, or an experienced dancer who is able to organize a dance program, provide instruction, and demonstrate steps as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks involved in the dance program

Safety rules/regulations and routines are learned prior to participation

Skills/movements are learned in proper progression

Students demonstrate competency of skill/fitness prior to progressing to more complex routines

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

DANCE (BALLROOM, FOLK, HIP HOP, HOOP LINE, SQUARE, TAP, JAZZ, MODERN)

Facility

- Activity area is free of hazards/debris
- Floor provides adequate traction
- Activity area is clearly marked with adequate out-of-bounds areas
- Proper lighting and ventilation, when applicable, are provided
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Equipment for the dance program is checked by a qualified person before every session
- Instructions are given regarding the proper maintenance of dance equipment
- First aid kit and phone are available

Clothing/Footwear

- Appropriate footwear is worn
- Laces are tied and open-toed shoes are avoided
- Jewelry is removed or secured when safety is a concern
- Appropriate clothing is worn, permitting unrestricted movement
- Clothing must meet requirements of club or competition

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

DIVING (SPRINGBOARD OR PLATFORM)

Diving is a sport where acrobatics are performed while jumping or falling into water from an elevated platform.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Diving Canada coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks of diving

Safety rules/regulations, both for swimming and diving, are learned prior to participation

Skills/movements are learned in proper progression

Difficulty of dive is appropriate for student's development/capabilities

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision** while instructor provides **on-site supervision**

Supervisor controls activities on the board

Each instructor/supervisor has a whistle or other signaling device

Diving rules are enforced, such as:

- No running or pushing on deck
- No gum chewing
- No food in pool area

continued

PHYSICAL ACTIVITY SAFETY CHECKLISTS

DIVING (SPRINGBOARD OR PLATFORM)

Supervision (continued)

Diving rules are enforced, such as

- Only one person uses the board at a time
- Move to the edge of the pool after a dive
- Ensure diving area is clear before diving
- No diving with goggles or earplugs
- No diving in shallow end
- No shoes on deck

Emergency action plan is in place to deal with accidents/injuries

Facility

Activity area is free of hazards/debris
Activity area is clearly marked with adequate out-of-bounds areas
Proper lighting and ventilation, when applicable, are provided
Instructions for use of facility are posted
Emergency exit is clearly marked

Clothing/Footwear

Proper bathing suit is worn, as prescribed by club/competition
Device for keeping hair out of eyes is used
Towel and dry clothing are available for out-of-water sessions
Appropriate footwear is worn for shower and pool deck areas
Jewelry is removed

Equipment

Equipment to be used is suitable and in good condition
Equipment is checked by a qualified person before every session
First aid kit, emergency equipment, and phone are readily available

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

FENCING (FOIL, ÉPÉE, AND SABRE)

Fencing, a combative sport where two opponents try to tag each other using a sword-like weapon, includes three events each based on the type of weapon used: foil, épée, and sabre.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Canadian Fencing Federation coach or experienced fencer capable of demonstrating competencies required of certified coach

All sessions are conducted in a safe environment, with students aware of potential risks involved in fencing

Safety rules associated with fencing are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Opponents are appropriately matched

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

FENCING (FOIL, ÉPÉE, AND SABRE)

Facility

- Floor is clean/dry/free of obstacles and debris
- Floor surface is in good repair and provides good footing
- Safety rules are posted
- Proper lighting and ventilation are provided
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Fencing equipment is checked regularly by qualified personnel and students
- Damaged equipment must be repaired or replaced
- Foil/sabre/epée must be in good order
- Protective equipment must fit properly and be worn at all times
- First aid kit and phone are available

Clothing/Footwear

- Running shoes are worn with laces tied
- Jewelry is removed or secured when safety is a concern
- Long athletic pants are worn
- Fencing vest/jacket and mask fit properly

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

FIELD HOCKEY

Field hockey is played on a field (or in a gym) by two teams using curved sticks to try and drive a ball into the opponent's net.

Risk Factor Rating

3

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Field Hockey Canada coach, or experienced coach capable of demonstrating minimum required competencies for certification as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks involved in field hockey

Safety and game rules are learned prior to participation

Skills are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

FIELD HOCKEY

Facility/Environment

Local weather conditions, forecast, humidity, and temperature are checked prior to session
Playing surface is level and free of debris
Indoor facility is free of water/moisture
Playing area is clearly marked/defined
Area surrounding playing surface is free of potential hazards
Playing area is situated a safe distance from traffic

Equipment

Equipment to be used is suitable and in good condition
Sticks must be checked regularly for cracks by coaches and players; damaged equipment must be repaired or replaced
Regulation (or developmentally appropriate) field hockey sticks are used
Canadian Field Hockey-approved ball is used
First aid kit and phone are available

Clothing/Footwear

Approved hockey helmet with cage and full goalie equipment must be worn by the goaltender
Mouth guards and shin guards are worn by all students
Appropriate footwear for playing surface and conditions are worn
Laces are tied and open-toed shoes are avoided
Jewelry is removed/secured when safety is a concern, or as per regulations of the program
Appropriate loose-fitting clothing is worn, providing unrestricted movement while adhering to the rules of field hockey
Suitable protection from the weather is used (e.g., hat, jacket, sunscreen, insect repellent) for outdoor games/practices

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

FITNESS TRAINING—EXERCISE MACHINES (E.G., TREADMILLS, ERGOMETERS, ELLIPTICAL TRAINERS)

Exercise machines are designed to simulate the movements used in activities such as running, rowing, and stair climbing, allowing users to exercise indoors while personalizing their workouts according to desired fitness goals, intensity/resistance, and duration.

Risk Factor Rating

3

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe, especially in the case of home-purchased exercise machines or equipment.

Instruction is received from an instructor certified by the Manitoba Fitness Council or from an experienced instructor capable of demonstrating competencies of a certified instructor, as is appropriate depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks involved in fitness training with exercise machines with specific reference to certain exercises that might constitute part of the program

Safety rules and procedures are learned prior to participation

Skills/movements are learned in a proper progression with proper technique

Each session is conducted with an appropriate warm-up and cool-down

Drinking water is available and consumed as needed

Program adheres to basic fitness and training principles

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision** during initial instruction and then **in-the-area supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

FITNESS TRAINING—EXERCISE MACHINES (E.G., TREADMILLS, ERGOMETERS, ELLIPTICAL TRAINERS)

Facility

- Activity area is free of hazards/debris
- Activity area is clearly marked with adequate out-of-bounds areas
- Proper lighting and ventilation, when applicable, is provided
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Equipment is checked regularly by a qualified person
- Equipment is wiped with a disinfectant after each use
- Instructions are given regarding the proper maintenance/storage of equipment
- First aid kit and phone are available

Clothing/Footwear

- Appropriate footwear and clothing is worn
- Laces are tied and open-toed shoes are avoided
- Jewelry is removed or secured when safety is a concern
- Clothing meets requirements of the club

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

FITNESS TRAINING—SMALL EQUIPMENT (E.G., STRETCH BANDS, PHYSIO BALLS, JUMP ROPES, AGILITY LADDERS, MEDICINE BALLS)

Fitness training is a collective term for a variety of forms of exercise. A fitness program includes sessions normally comprising exercises to improve all elements of fitness (flexibility, muscle strength, and cardiovascular fitness) and is often associated with weight-loss regimes.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an instructor certified by the Manitoba Fitness Council or from an experienced instructor capable of demonstrating competencies of a certified instructor, as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks involved in fitness training with specific reference to certain exercises which might constitute part of the program

Safety rules and procedures are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with an appropriate warm-up and cool-down

Drinking water is available and consumed as needed

Program adheres to basic fitness and training principles

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

FITNESS TRAINING—SMALL EQUIPMENT (E.G., STRETCH BANDS, PHYSIO BALLS, JUMP ROPES, AGILITY LADDERS, MEDICINE BALLS)

Facility

Activity area is free of hazards/debris
Activity area is clearly marked with adequate out-of-bounds areas
Proper lighting and ventilation, when applicable, are provided
Instructions for use of facility are posted
Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition
Equipment is checked regularly (steps, mats, dumbbells, etc.)
Instructions are given regarding the proper maintenance/storage of equipment
First aid kit and phone are available

Clothing/Footwear

Jewelry is removed or secured when safety is a concern
Appropriate footwear and clothing is worn

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

FOOTBALL—FLAG

Flag football is similar to tackle football, but the play is ended by removing a flag worn on the player's waist rather than by tackling the opponent. The game is played by two teams on a rectangular field 60 (or 80) yards long. Teams try to get possession of the ball and advance it across the opponent's goal line in a series of running or passing plays.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Football Canada coach or a coach capable of demonstrating the competencies required for certification as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks involved in flag football

Safety rules are learned prior to participation

Rules and etiquette of the game (e.g., no blocking) are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

PHYSICAL ACTIVITY SAFETY CHECKLISTS

FOOTBALL—FLAG

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision; constant visual supervision** is required during initial instructional stages of contact skills

Individual trained in first aid must be present for all sessions

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

Facility/Environment

Local weather conditions, forecast, humidity, and temperature are checked prior to session

Field is free of hazards/debris and the surface provides adequate footing

Activity area is clearly marked with adequate out-of-bounds areas clear of obstacles

Goal posts are properly padded if they are on the field of play

Safety rules/regulations are posted

Indoor practice facilities have a clearly marked emergency exit

Clothing/Footwear

All players must be wearing mouth guards when blocking is involved

Protective equipment (e.g., knee braces) is certified to meet minimal CSA standards and the regulations of the league

Suitable and properly maintained footwear that satisfies football regulations must be worn

All jewelry must be removed

Clothing for practices and games are suitable for the weather conditions

Clothing must conform to the rules and regulations of the club and the league

Equipment

Equipment to be used is suitable and in good condition

Instructions are given regarding the proper maintenance of football equipment

Equipment (e.g., ball) are appropriate for the age, size, and development of the students

First aid kit and phone are available

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Players who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to play until cleared by a trained medical individual

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

FOOTBALL—TACKLE

Tackle football is a sport played by two teams on a rectangular field 110 yards long (100 yards in U.S. football). Teams try to gain possession of the ball and advance it across the opponent's goal line in a series of running or passing plays. The ball carrier is thrown to the ground (tackled) to end a play.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

- Instruction is received from coaches are trained/certified according to National Coaching Certification Program/Football Canada Coach requirements
- All sessions are conducted in a safe environment, with students aware of potential risks involved in tackle football
- Safety rules and procedures are learned prior to participation
- Skills/movements are learned in proper progression
- During instruction players are matched by size and ability
- Students have received adequate training and can demonstrate competency of skill before participating in full contact situations
- Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work
- Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

- Recommended level of supervision: **constant visual supervision** during initial instructional stages of contact skills and **on-site supervision** the rest of the time
- Coach controls contact drills
- Individual trained in first aid must be present for all sessions
- Safety rules and procedures are enforced
- Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

FOOTBALL—TACKLE

Facility/Environment

Local weather conditions, forecast, humidity, and temperature are checked prior to session
Field is free of hazards/debris and the surface provides adequate footing
Activity area is clearly marked with adequate out-of-bounds areas clear of obstacles
Goal posts are properly padded
Proper lighting is provided
Safety rules/regulations are posted
Indoor practice facilities have a clearly marked emergency exit

Equipment

Equipment to be used is suitable and in good condition
Equipment (personal: e.g., helmet; and team: e.g., blocking sled) are checked before every session
Instructions are given regarding the proper maintenance of football equipment
First aid kit, spinal board, and phone are available

Clothing/Footwear

All protective equipment (e.g., helmets) is certified to meet minimal CSA standards
All players must be wearing mouth guards
Personal equipment is fitted correctly and worn correctly by all students
Suitable and properly maintained footwear that satisfies football regulations must be worn
All jewelry must be removed
Clothing for practices and games are suitable for the weather conditions
Clothing must conform to the rules and regulations of the club and the league

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registering for an accident insurance plan is encouraged
Players suffering injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to play until cleared by a trained medical individual
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the Physical Education/Health Education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

GEOCACHING

Geocaching is an outdoor treasure-hunting game, or internet scavenger hunt in which the participants use a global positioning system (GPS) receiver or other navigational techniques to hide and seek containers (called "geocaches" or "caches") anywhere in the world.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies*

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction in the operation of GPS is received from someone experienced in using the system as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

Students receive instruction regarding the rules and methods of play, attainable from several geocaching websites or someone with experience

Instruction is received on how to dress to enter the area where the "cache" is located

Instruction is received in "low-impact" hiking or camping, when applicable, as the "caches" are pursued

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **in-the-area supervision** during initial instruction

Students are encouraged to work in pairs when searching for sites

* See camping checklists for safety information when camping overnight.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

GEOCACHING

Facility

Local weather conditions, forecast, humidity, and windchill are checked prior to session
Due to the nature of geocaching the caches may be located anywhere. Geocachers are encouraged to use safe sites that will not be destroyed by seekers.

Equipment

GPS device is checked regularly

Clothing/Footwear

Appropriate footwear is worn
Laces are tied and open-toed shoes are avoided
Appropriate clothing is worn, layered for cold weather and permitting unrestricted movement
Suitable clothing and protection is used for the weather, sun, and location (e.g., in forest) of the cache

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registering for an accident insurance plan is encouraged
Students suffering injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the Physical Education/Health Education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

GOAL BALL

Goal ball is a competitive game for people with visual impairments. The game is played by two teams of three players each. Players are blindfolded to ensure that all players have no vision. Players track the ball on the court (similar to volleyball) but rely on their sense of hearing and touch to do so (the ball makes a continuous noise when in play). The object is to roll the ball past the defending team, who attempt to block the ball before it enters the goal.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified by the Canadian Blind Sports Association or a trained teacher knowledgeable about the game of goal ball as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks involved in goal ball

Safety rules are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

GOAL BALL

Facility

- Activity area is smooth and free of hazards/debris
- Activity area is clearly marked with adequate out-of-bounds areas
- Proper lighting and ventilation, when applicable, are provided
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Equipment (ball, blindfolds, and goals) are checked before every session
- Goal ball uses a standard goal ball that meets International Blind Sport Association (IBSA) specification. It weighs 1.25kg and is 76cm in diameter. The most important aspect of this ball is that it is audible when in motion. Players depend on the sound of the ball to determine where it is during the game.
- Another essential piece of equipment is the blindfold (Each player [whether totally blind or visually impaired] must be blindfolded during the game to ensure vision is equal.)
- First aid kit and phone are available

Clothing/Footwear

- Appropriate footwear is worn
- Laces are tied and open-toed shoes are avoided
- Elbow and knee pads are worn to protect against bruises and floor burns
- Jewelry is removed or secured when safety is a concern
- Appropriate clothing is worn (t-shirt and shorts or sweatpants are best), permitting unrestricted movement.
- Clothing must meet requirements of club or competition

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

GOLF

Golf is a precision sport in which individual players or teams strike a ball with a club into a hole with as few strikes as possible.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a coach certified by the Royal Canadian Golf Association, or an experienced golfer capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in golf

Instruction is received on the rules, proper golf etiquette, and safety (including procedures for bad weather) prior to participation

Procedures are established for hitting and retrieving balls in group practice sessions (e.g., practicing chipping)

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction followed by **in-the-area supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

GOLF

Facility/Environment

Local weather conditions, forecast, humidity, and temperature are checked prior to session
Adequate space is available for each individual (more than enough for full backswing and full follow through)
Hitting and waiting areas are clearly marked
Mats and whiffle balls are used for indoor practice (e.g., school gym)

Equipment

Equipment to be used is suitable and in good condition
Equipment (e.g., grips) are occasionally checked by a qualified person
Club length is the correct size for the participant
Appropriate golf balls are used for practice situations (e.g., use whiffle balls in a school gym)
Instructions are given regarding the proper maintenance of golf equipment
First aid kit and phone are available

Clothing/Footwear

Appropriate footwear is worn
Laces are tied and open-toed shoes are avoided
Jewelry is removed or secured when safety is a concern
Appropriate clothing is worn, permitting unrestricted movement
Clothing/footwear meets requirements of club or competition
Suitable protection is used against sun, heat, cold, rain, and insects

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

GYMNASTICS (GENERAL, TUMBLING, AND ARTISTIC)

Gymnastics is a sport that involves the performance of sequences of physical movements, requiring physical strength, flexibility, and kinesthetic awareness; the different events involved are general gymnastics, women's artistic gymnastics, men's artistic gymnastics, rhythmic gymnastics, and aerobic gymnastics.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Gymnastics Canada coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks involved in gymnastics

Safety rules are learned prior to participation

Skills/movements are learned in proper progression

Difficulty of skill is appropriate for student's development/capabilities

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

PHYSICAL ACTIVITY SAFETY CHECKLISTS

GYMNASTICS (GENERAL, TUMBLING, AND ARTISTIC)

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision** during inversions, vault work, and initial instruction of difficult moves; **on-site supervision** is required the rest of the time
Spotters are in place as is appropriate
Safety rules and procedures are enforced
Emergency action plan is in place to deal with accidents/injuries

Facility

Activity area is free of hazards/debris
Floor provides good footing
Activity area is clearly marked with adequate out-of-bounds areas
Proper lighting and ventilation, when applicable, are provided
Instructions for use of facility are posted
Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition
Equipment (beams, bars, etc.) is checked by a qualified person before every session
Instructions are given regarding the proper maintenance of gymnastics equipment
Instruction is given on how to set up/take down portable equipment
Good working sound system is available
First aid kit and phone are available

Clothing/Footwear

Appropriate footwear is worn; gymnastics shoes or bare feet may be acceptable
Jewelry is removed or secured when safety is a concern
Appropriate clothing is worn, permitting unrestricted movement
Clothing must meet requirements of club or competition

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

GYMNASTICS — RHYTHMIC

Rhythmic Gymnastics is a sport that combines elements of ballet, gymnastics, dance, and apparatus manipulation. Competitors manipulate ropes, hoops, balls, clubs, and ribbons.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Gymnastics Canada coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks involved in gymnastics

Safety rules are learned prior to participation

Skills/movements are learned in proper progression

Difficulty of skill is appropriate for student's development/capabilities

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

PHYSICAL ACTIVITY SAFETY CHECKLISTS

GYMNASTICS—RHYTHMIC

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site visual supervision** during initial instruction followed by **in-the-area supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

Facility

Activity area is free of hazards/debris

Floor provides good footing

Activity area is clearly marked with adequate out-of-bounds areas

Proper lighting and ventilation, when applicable, are provided

Instructions for use of facility are posted

Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition

Equipment (balls, ribbons, ropes, etc.) are occasionally checked by a qualified person

Instructions are given regarding the proper maintenance of small hand apparatus

Good working sound system is available

First aid kit and phone are available

Clothing/Footwear

Appropriate footwear is worn; gymnastics shoes or bare feet may be acceptable

Jewelry is removed or secured when safety is a concern

Appropriate clothing is worn, permitting unrestricted movement

Clothing must meet requirements of club or competition

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

HANDBALL (1 WALL OR 4 WALL)

Handball is a court game involving two or four players who strike a rubber ball against a wall with their hand.

Risk Factor Rating

1

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/coach or an experienced handball player who is capable of demonstrating the competency expected from a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in handball

Safety rules are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction and then **in-the-area supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

HANDBALL (1 WALL OR 4 WALL)

Facility

- Activity area is free of hazards/debris
- Activity area is clearly marked with adequate out-of-bounds areas
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are posted
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Equipment (gloves, goggles, and shoes) is checked before every session
- First aid kit and phone are available

Clothing/Footwear

- Appropriate footwear is worn
- Laces are tied and open-toed shoes are avoided
- Protective eyewear must be worn
- Jewelry is removed or secured when safety is a concern
- Appropriate clothing is worn, permitting unrestricted movement
- Appropriate type and fit of glove is worn

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

HIKING

Hiking is a form of walking, usually on trails in areas of relatively unspoiled wilderness, in order to explore nature and enjoy the surroundings.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies*

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Leader is an experienced hiker, familiar with the trails the group will be hiking as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

Student is aware of potential risks involved in hiking

Safe hiking techniques, including buddy system, are learned in proper progression prior to outing

Camping skills are learned when applicable

Behavioral expectations, boundaries for activity, and assembly procedures are reviewed with students when applicable

Drinking water is available and consumed as needed

Activity sessions are appropriate for the abilities of the students (If the trip will be strenuous, participants are in good physical condition before setting out.)

Outing is planned in detail with contingency plans for inclement weather

* See camping checklists for safety information when camping overnight.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

HIKING

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **in-the-area supervision; constant visual supervision** may be required for a specific hazard

Process for the accounting of the students must be in place

Buddy system is in place as it is safest to camp/hike with at least one companion (If entering a remote area, the group should have a minimum of four people, allowing one to stay with the victim when someone is hurt while two go for help.)

Each individual has a whistle or other signaling device if off site

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries and evacuation

Detailed plans for contingency and inclement weather are recorded in writing

Copy of itinerary is left with a responsible adult, including such details as the make, year, and license plate of each vehicle, the equipment being brought, the route plan, the weather anticipated, and the anticipated date/time of return

Clothing/Footwear

Properly fitted shoes/boots are worn (no open-toed shoes)

Appropriate clothing is worn providing unrestricted movement while protecting the body

Clothing is worn in layers with extra clothing carried as appropriate

Suitable clothing and protection is used against weather, sun (e.g., hat), insects (e.g., long-sleeved shirts and long pants against wood ticks do buddy checks), animals (e.g., bear repellent if going into bear country) and plants (e.g., poison ivy)

Jewelry is removed/secured when safety is a concern

Facility/Environment

Local weather conditions/forecasts and fire restrictions are checked before the outing

Designated trails are used or permission is obtained from appropriate authorities to access the trail

Location of local emergency services have been identified

Detailed maps are provided of area where students are hiking

Washroom facilities are accessible

Equipment

Equipment to be used is suitable and in good condition

Equipment is checked by qualified person prior to departure/usage

Backpack is properly fitted and adjusted; contents are verified for weight and distribution

Instructions are given regarding the proper use/maintenance of equipment

Each individual has a whistle or other signaling device

First aid kit and phone are available (An alternative emergency communication system can also be used. GPS [Global Positioning System] is now affordable. Walkie-talkies are a good way to keep the leader and the tail of the group in contact.)

Portable media players are discouraged/restricted as they cause distractions

PHYSICAL ACTIVITY SAFETY CHECKLISTS

HIKING

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

HOCKEY—ICE

Hockey is a sport played on ice where two teams composed of six players each attempt to score by skating and projecting a hard rubber disk (puck) into the opposing goal.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Hockey Canada coach (ice hockey) or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill (If playing in an organized program, a specific level of certification may be required by a coach)

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in hockey

Rules of hockey and safety rules are learned prior to participation

Skills/movements are learned in proper progression

Number of on ice sessions (per week) should be consistent with recommendations of local hockey program

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision** during initial instructional stages of contact skills and **on-site supervision** the rest of the time

Person trained in first aid is available

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

HOCKEY—ICE

Facility/Environment

Local weather conditions, forecast, and windchill are checked prior to outdoor session
Ice area is free of hazards (ruts) and debris
All doors to ice area are properly closed
Proper lighting and ventilation, when applicable, are provided
Safety rules/regulations are posted (e.g., no horseplay in change rooms)
Instructions for use of facility are posted
Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition
Sticks are regularly checked for cracks, splinters, and breaks
Instructions are given regarding the proper maintenance/storage of equipment
First aid kit and phone are available

Clothing/Footwear

CSA-approved and properly fitted helmet with face mask must be worn
Mouth guards must be worn
Appropriate and properly fitted protective equipment is worn at all times
Skates are properly fitted, sharpened, and satisfy league regulations
Jewelry is removed
Eyewear is secured or removed
All uniforms must be acceptable to team and league guidelines

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Players who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to play until cleared by a trained medical individual
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

HOCKEY—ROLLER/INLINE

Roller/inline hockey is a form of hockey played on a dry surface where players use skates with wheels and attempt to score by projecting a ball with a stick into the opposing goal.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Hockey Canada coach or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill (If playing in an organized program, coaches may require a specific level of certification.)

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in roller/inline hockey

Rules of the game and safety rules are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision** during initial instructional stages of contact skills and **on-site supervision** the rest of the time

Person trained in first aid is in the area

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

HOCKEY—ROLLER/INLINE

Facility/Environment

Local weather conditions, forecast, and windchill are checked prior to outdoor session
Playing area is free of hazards (ruts) and debris
All doors to playing area are properly closed
Proper lighting and ventilation, when applicable, are provided
Safety rules/regulations are posted (e.g., no horseplay in change rooms)
Instructions for use of facility are posted
Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition
Sticks are regularly checked for cracks, splinters, and breaks
Instructions are given regarding the proper maintenance/storage of equipment
First aid kit and phone are available

Clothing/Footwear

CSA-approved and properly fitted helmet with face mask must be worn
Mouth guards must be worn
Properly fitted equipment is worn at all times
Properly fitted inline skates are worn and satisfy league regulations
Jewelry is removed
Eyewear is secured or removed
All uniforms must be acceptable to team and league guidelines

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Players who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to play until cleared by a trained medical individual
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

HOCKEY-TYPE GAMES (BALL HOCKEY, FLOOR HOCKEY, ROAD HOCKEY, FLOORBALL, GYM RINGETTE, AND SHINNY)

There are many versions of the game of hockey, some modified by rules of an organization and some modified by the needs or the group of participants. These games involve a low level of organization and structure.

Risk Factor Rating

3

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an instructor who is capable of organizing a game and demonstrating the competencies of an experienced coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in hockey-type games

Safety rules are learned prior to participation

Activity sessions are appropriate for the abilities of the students

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision** during initial instruction and **on-site supervision** when minimal competency is demonstrated

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

HOCKEY-TYPE GAMES (BALL HOCKEY, FLOOR HOCKEY, ROAD HOCKEY, FLOORBALL, GYM RINGETTE, AND SHINNY)

Facility/Environment

Local weather conditions, forecast, humidity, and windchill are checked prior to outdoor session
Activity area is free of hazards/debris
Activity area is clearly marked with adequate out-of-bounds areas
Proper lighting and ventilation, when applicable, are provided
Instructions for use of facility are posted
Emergency exit of indoor facility is clearly marked
Floor surface provides good traction

Equipment

Equipment to be used is suitable and in good condition
Nets are in good repair
Sticks are in good repair, and free from cracks and sharp edges
First aid kit and phone are available

Clothing/Footwear

Goalies must wear masks; protective goalie equipment is encouraged
Mouth guards and eye protection are worn
Players wear gloves
Appropriate footwear is worn
Laces are tied and open-toed shoes are avoided
Jewelry is removed or secured when safety is a concern
Eyewear is removed or secured
Appropriate clothing is worn (t-shirt and shorts are best), permitting unrestricted movement
Clothing must meet requirements of club or competition

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

HORSEBACK RIDING (WESTERN AND ENGLISH SADDLE)

The term “equestrian” refers to the skill of riding or driving horses for working purposes (ranching), as well as recreation, or competition.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies*

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student’s personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an instructor trained through Manitoba Horse Council (Equine Canada Hippique Program), the Certified Horsemanship Association, or another appropriate program or is capable of demonstrating competencies required for certification as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks of horseback riding

Safety rules and riding etiquette are learned prior to participation

Skills/movements are learned in proper progression

Students demonstrate competency of skill/fitness prior to longer rides or more difficult tasks

Difficulty of ride is appropriate for student’s development/capabilities

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

On trail rides, the lead rider must be a capable horseperson who can read the terrain and make decisions

Initial instruction is received in a ring

* See camping checklists for safety information when camping overnight.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

HORSEBACK RIDING (WESTERN AND ENGLISH SADDLE)

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during instruction and otherwise providing **in-the-area supervision**

Adequate space is maintained between horses

On group trail rides one supervisor takes the lead while a second is the sweep

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

Facility/Environment

Local weather conditions, forecast, humidity, and windchill are checked prior to outdoor session

Activity area is free of hazards/debris

Activity area is clearly marked

Proper lighting and ventilation, when applicable, are provided

Safety rules/regulations are posted

Instructions for use of facility are posted

Emergency exit of indoor facility is clearly marked

Trails are selected to match abilities of students and horses

Riding along or across roads is avoided

Equipment

Equipment to be used is suitable and in good condition

Tack is adjusted properly

Horse is suitable for size and ability of rider

Portable media players (such as an MP3 player) are not permitted

First aid kit and phone are available

Clothing/Footwear

Appropriate and properly fitted helmet is worn

Appropriate clothing (long pants) and footwear (closed toe and 1" heel) are worn

Clothing is worn in layers

Suitable protection from weather, sun, and insects is used

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

HOUSE AND YARDWORK

House and yardwork contribute to healthy active living and fitness, involving endurance, flexibility and strength activities. These activities include gardening, which is the second most popular form of exercise in Canada, attracting 48% of Canadian adults. It is second only to walking. (CFLRI, 2001 Physical Activity Monitor)

Risk Factor Rating

1

General Learning Outcome

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

Risk Management Strategies*

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from someone experienced in house and yardwork, capable of demonstrating and instructing basic skills and safe techniques as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks involved in house and yardwork

Safety rules are learned prior to participation

Proper skills/movements (e.g., lifting) are learned in proper progression

Each session is conducted with an appropriate warm-up and cool-down

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **in-the-area supervision** during initial instruction

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

* For further information on garden safety, visit <www.hc-sc.gc.ca/iyh-vsv/life-vie/garden-jardin_e.html>.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

HOUSE AND YARDWORK

Facility/Environment

Local weather conditions, forecast, humidity, and windchill are checked prior to outdoor session
Activity area is free of hazards/debris as applicable
Proper lighting and ventilation, when applicable, are provided
Appropriate protection is used for weather, sun, and insects

Equipment

Equipment to be used is suitable and in good condition
Equipment is checked before every session
Equipment is the correct size/weight for the student
Instructions are given regarding the proper maintenance of equipment
First aid kit and phone are available
Portable music players are avoided as they create distractions

Clothing/Footwear

Appropriate footwear is worn
Laces are tied and open-toed shoes are avoided
Jewelry is removed or secured when safety is a concern
Appropriate clothing is worn, permitting unrestricted movement
Clothing provides protection from the weather and insects when outdoors
Insect repellent and sunscreen are used as necessary

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

JOGGING

Jogging is a form of trotting or running at a slow or leisurely pace.

Risk Factor Rating

1

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a certified National Coaching Certification Program/Athletics Canada coach, or Manitoba Fitness Council certified instructor, physical education teacher, or an experienced coach capable of demonstrating competencies of a certified coach in preparing fitness running programs as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks of jogging
Basic safety is learned prior to participation with reference to various terrains (including road safety and buddy system of running)

Coach monitors weekly training load (distance) increases of athlete

Skills/movements are learned in proper progression

Length and difficulty of course must be appropriate for age and ability level of runner

Each session is conducted with an appropriate warm-up and cool-down

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **in-the-area supervision** for group runs

Students are encouraged to train in pairs

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

JOGGING

Facility/Environment

Local weather conditions, forecast, humidity, and windchill are checked prior to outdoor session
Route is relatively free of debris and obstructions
Running surface is relatively level and provides suitable footing
Traffic is avoided as permitted
Routes that put runners at personal risk are avoided

Equipment

Equipment to be used is suitable and in good condition
Portable media players (such as an MP3 player) are avoided while running as they reduce the runner's awareness to any potential dangers in his/her surroundings
First aid kit and phone are available

Clothing/Footwear

Appropriate footwear is worn
Laces are tied and open-toed shoes are avoided
Jewelry is removed or secured when safety is a concern
Appropriate clothing is worn, permitting unrestricted movement
Suitable clothing and protection is used for weather, sun, and insects

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
All injuries should be referred to appropriate medical personnel for treatment and rehabilitation
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

JUDO

Judo is a Japanese combative sport where two opponents attempt to unbalance each other by applying various throwing and grappling techniques.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified Judo instructor (Sensi) approved by Judo Canada and certified by the National Coaching Certification Program or an instructor capable of demonstrating the competencies required for certification

Instructor/coach follows the Judo Canada Code of Conduct

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in judo

Safety rules are learned prior to participation

Skills/movements are learned in proper progression

Program adheres to basic fitness and training principles

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Student must demonstrate competency of skill/fitness prior to being allowed to enter competition

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

JUDO

Facility

- Activity area is free of hazards/debris
- Activity area is clearly marked with adequate out-of-bounds areas
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are provided or posted
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Equipment is checked by a qualified person before every session
- Instructions are given regarding the proper maintenance of equipment
- First aid kit and phone are available

Clothing/Footwear

- Jewelry is removed
- White or blue cotton uniforms (Judogi) are worn for competition
- Appropriate clothing permitting unrestricted movement is worn
- Clothing must meet the requirements of the club or competition

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

KARATE

Karate is a Japanese combative form of martial arts, which is known primarily as a striking art, featuring punching, kicking, knee/elbow strikes, and open-handed techniques. However, grappling, joint manipulations, locks, restraints/traps, throws, and vital point striking also appear in karate.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified karate instructor (a minimal belt standing and training is required before one can instruct), approved by the National Karate Association of Canada, or similar national organization, in conjunction with the National Coaching Certification Program

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in karate

Safety rules and procedures are learned prior to participation

Skills/movements are learned in proper progression

Program adheres to basic fitness and training principles

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Student must demonstrate competency of skill/fitness prior to being allowed to enter competition

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

KARATE

Facility

- Activity area is free of hazards/debris
- Activity area is clearly marked with adequate out-of-bounds areas
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are provided or posted
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Equipment is checked by a qualified person before every session
- Instructions are given regarding the proper maintenance of equipment
- First aid kit and phone are available

Clothing/Footwear

- Jewelry is removed
- Appropriate clothing is worn, permitting unrestricted movement
- Clothing must meet the requirements of the club or competition

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

KICKBALL (SOCCER BASEBALL)

Kickball (or soccer baseball) is played like baseball except a soccer ball is used and kicking replaces batting.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an instructor capable of organizing, instructing, and demonstrating the skills and rules required to play kickball as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in kickball

Safety rules/regulations are learned prior to participation

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

KICKBALL (SOCCER BASEBALL)

Facility/Environment

Local weather conditions, forecast, humidity, and temperature are checked prior to outdoor session
Playing surface is level and free of hazards, holes, or debris
Activity area is clearly marked with adequate out-of-bounds areas
Proper lighting and ventilation, when applicable, are provided
Instructions for use of facility are posted
Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition
Appropriate ball (10 16" inflatable) is used and inflated to the correct pressure
Bases are used as per softball
Ball and bases are in good repair prior to starting game
First aid kit and phone are available

Clothing/Footwear

Appropriate footwear is worn
Laces are tied and open-toed shoes are avoided
Jewelry is removed or secured when safety is a concern
Appropriate clothing is worn (t-shirt and shorts are best), permitting unrestricted movement
Clothing must meet requirements of club or competition

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

KICKBOXING

Kickboxing is a martial art developed in Japan where opponents are allowed to hit each other with fists and feet.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified kickboxing instructor as approved by the Kickboxing Canada

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in kickboxing

Safety rules and procedures are learned prior to participation

Skills/movements are learned in proper progression

Program adheres to basic fitness and training principles

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Student must demonstrate competency of skill/fitness prior to being allowed to enter competition

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

KICKBOXING

Facility

- Activity area is free of hazards/debris
- Activity area is clearly marked with adequate out-of-bounds areas
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are provided or posted
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Equipment is checked by a qualified person before every session
- Instructions are given regarding the proper maintenance of equipment
- First aid kit and phone are available

Clothing/Footwear

- Wearing a helmet is strongly recommended
- Appropriate footwear is worn
- Jewelry is removed
- Appropriate clothing is worn, permitting unrestricted movement
- Clothing must meet the requirements of the club or competition

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

LACROSSE — BOX / FIELD

Lacrosse is a sport where two teams attempt to score by projecting a ball into the opposing goal using a stick with a webbed pouch. Three forms of lacrosse are played: field lacrosse, which is played on a soccer-size field; box lacrosse, which is played within a hockey rink; and soft lacrosse which is a modified introductory version that can be played inside a gym or outside on a field.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Canadian Lacrosse Association Coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in lacrosse

Rules of lacrosse and safety rules are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

PHYSICAL ACTIVITY SAFETY CHECKLISTS

LACROSSE—BOX/FIELD

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision:
constant visual supervision during initial instructional stages of contact skills and **on-site supervision** the rest of the time
Individual with first aid training is present during entire practice or game
Safety rules and procedures are enforced
Emergency action plan is in place to deal with accidents/injuries

Facility/Environment

Local weather conditions, forecast, humidity, and temperature are checked prior to outdoor session
Activity area is free of hazards/debris
Playing surface (box/field) provides suitable footing
Activity area is clearly marked with adequate out-of-bounds areas
Proper lighting and ventilation, when applicable, are provided
Safety rules/regulations are posted
Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition
Sticks are regularly checked for cracks, splinters, and breaks
First aid kit and phone are available

Clothing/Footwear

CSA-approved and properly fitted helmet with face mask must be worn
Mouth guards must be worn
Properly fitted equipment (gloves, shoulder pads, etc.) are worn at all times and must conform to lacrosse regulations
Appropriate footwear is worn
Laces are tied and open-toed shoes are avoided
Jewelry is removed or secured when safety is a concern
Appropriate clothing is worn (t-shirt and shorts are best), permitting unrestricted movement.
Clothing must meet requirements of club or competition
Protection from elements and insects is suitable when playing outdoors

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Players who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to play until cleared by a trained medical individual
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

LACROSSE—SOFT

Lacrosse is a sport where two teams attempt to score by projecting a ball into the opposing goal using a stick with a webbed pouch. Three forms of lacrosse are played: field lacrosse, which is played on a soccer-size field; box lacrosse, which is played within a hockey rink; and soft lacrosse which is a modified introductory version that can be played inside a gym or outside on a field.

Risk Factor Rating

3

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an instructor capable of organizing, teaching, and demonstrating soft lacrosse skills and activities as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in lacrosse

Rules of lacrosse and safety rules are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision**

Individual with first aid training is present

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

LACROSSE—SOFT

Facility/Environment

Local weather conditions, forecast, humidity, and temperature are checked prior to outdoor session
Activity area is free of hazards/debris
Playing surface provides suitable footing
Activity area is clearly marked with adequate out-of-bounds areas
Proper lighting and ventilation, when applicable, are provided
Safety rules/regulations are posted
Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition
Sticks are regularly checked for cracks, splinters, and breaks
First aid kit and phone are available

Clothing/Footwear

Goalkeeper must wear helmet with face mask
Mouth guards are recommended
Appropriate footwear is worn
Laces are tied and open-toed shoes are avoided
Jewelry is removed or secured when safety is a concern
Appropriate clothing is worn (t-shirt and shorts are best), permitting unrestricted movement
Clothing must meet requirements of club or competition
Protection from elements and insects is suitable when playing outdoors

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Players who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to play until cleared by a trained medical individual
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

LAWN BOWLING

Lawn bowling is a precision sport where players try to roll slightly asymmetrical balls (bowls) closer to a smaller white ball ("jack," "kitty," or "sweetie") than their opponent.

Risk Factor Rating

1

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a coach with training/certification from Bowls Canada Boulingrin and the National Coaching Certification Program, or is an experienced player/coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in lawn bowling

Safety rules are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **in-the-area supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

LAWN BOWLING

Facility/Environment

Local weather conditions, forecast, humidity, and temperature are checked prior to outdoor session
Activity area is free of hazards/debris
Activity area is clearly marked with adequate out-of-bounds areas
Proper lighting and ventilation, when applicable, are provided
Safety rules/regulations are posted
Instructions for use of facility are posted
Emergency exit of indoor facility is clearly marked
Outdoor facilities are properly marked and fenced

Equipment

Equipment to be used is suitable and in good condition
Equipment is checked before every session
Instructions are given regarding the proper maintenance of lawn bowling equipment
First aid kit and phone are available

Clothing/Footwear

Appropriate footwear is worn
Laces are tied and open-toed shoes are avoided
Jewelry is removed or secured when safety is a concern
Appropriate clothing is worn, permitting unrestricted movement
Clothing must meet requirements of club or competition

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

LAWN MOWING

Lawn mowing while using a push mower contributes to healthy active living and fitness, contributing to endurance and strength. Push mowers may be non-motorized or gas/electric powered.

Risk Factor Rating

3

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for lawnmowing with a push mower.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an individual experienced in lawn mowing and capable of demonstrating and providing instruction for safe lawn mowing as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks involved in lawn mowing

Safety rules and procedures* are learned prior to participation:

- Read, understand, and follow all of the manufacturer's instructions before using any power tool
- Keep children out of the mowing area and never allow them to operate a lawn mower
- Remove all rocks, sticks, toys, and tools from the lawn before mowing
- Never mow or use electrical equipment in wet conditions
- If the blades of a power lawn mower become clogged, turn off the machine before clearing it (Use a stick or other tool to remove the clogged debris in case the blades complete a rotation after clearing.)
- Always wear proper equipment when using power tools, including leather shoes or work boots, ear protection, gloves, and safety glasses
- Mow across the face of slopes, not up and down
- Before plugging in any power equipment, make sure the power switch is "off"

Skills/movements are learned in proper progression

Each session is conducted with an appropriate warm-up and cool-down

Drinking water is available and consumed as needed

Difficulty of task is appropriate based on student's capabilities

* For further information on garden safety and power tools, visit <www.hc-sc.gc.ca/iyh-vsv/life-vie/garden-jardin_e.html>.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

LAWN MOWING

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision** during initial instruction and then **in-the-area supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

Environment

Local weather conditions, forecast, humidity, and temperature are checked prior to session

Activity area is free of hazards/debris and traffic, especially young children

Slope does not exceed 15 degrees

Conditions are dry when using electrical equipment

Equipment

Mower to be used is suitable and in good condition

Mower is checked before every session

Equipment is the appropriate size/weight for the student

Instructions are given regarding the proper use, maintenance, and storage of equipment, including correct technique for starting mower, refueling, and clearing blade area

First aid kit and phone are available

Clothing/Footwear

Appropriate footwear is worn; leather shoes/boots are recommended

Laces are tied and open-toed shoes are avoided

Gloves, ear, and eye protection are recommended

Jewelry is removed or secured when safety is a concern

Appropriate clothing is worn, permitting unrestricted movement

Clothing provides protection from the weather and insects

Insect repellent and sunscreen are used as necessary

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

LOW-ORGANIZED GAMES (LEAD-UP ACTIVITIES)

Low-organized games are simple or lead-up games/activities that require minimal time to get started. Risk may vary according to skills and equipment required as well as the physical interaction between participants and with the environment.

Risk Factor Rating

1-4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an individual capable of organizing, teaching, and demonstrating low-organized game skills and activities as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks involved in the low-organized game

Safety rules are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: when risk level is 1 (low risk), **little or no supervision** may be required (e.g., playing catch with a ball or frisbee); as the risk rises (e.g., risk of 4 for Dodging Games), **on-site supervision** may be required

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

LOW-ORGANIZED GAMES (LEAD-UP ACTIVITIES)

Facility/Environment

Local weather conditions, forecast, humidity, and temperature are checked prior to outdoor session
Activity area is free of hazards/debris
Activity area is clearly marked with adequate out-of-bounds areas
Proper lighting and ventilation, when applicable, are provided
Safety rules/regulations are provided or posted
Instructions for use of facility are posted
Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition
Equipment should be checked before every session
Instructions are given regarding the proper maintenance of equipment
First aid kit and phone are available

Clothing/Footwear

Appropriate and properly fitted footwear is worn
Laces are tied and open-toed shoes are avoided
Jewelry is removed or secured when safety is a concern
Appropriate clothing is worn, permitting unrestricted movement
Clothing must meet requirements of club or competition

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

MARTIAL ARTS

Martial arts are systems of codified practices and traditions of training for combat. They may be studied for various reasons, including to acquire skills for combat, fitness, self-defense, sport, self-cultivation/meditation, mental discipline, character development, and to build self-confidence, as well as any combination of the above.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received by a trained and certified instructor or from an instructor capable of demonstrating the competencies required for certification as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill. (The martial arts form that is selected may require a certain belt level in order to provide instruction. This belt level varies based on the level of competition/recreation.)

All sessions are conducted in a safe environment, with students aware of potential risks involved in the chosen martial arts form

Safety rules and procedures are learned prior to participation

Skills/movements are learned in proper progression

Program adheres to basic fitness and training principles

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Student must demonstrate competency of skill/fitness prior to being allowed to enter competition

Drinking water is available and consumed as needed

PHYSICAL ACTIVITY SAFETY CHECKLISTS

MARTIAL ARTS

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

Facility

Activity area is free of hazards/debris
Activity area is clearly marked with adequate out-of-bounds areas
Proper lighting and ventilation, when applicable, are provided
Safety rules/regulations are provided or posted
Instructions for use of facility are posted
Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition
Equipment is checked by a qualified person before every session
Instructions are given regarding the proper maintenance of equipment
First aid kit and phone are available

Clothing/Footwear

Appropriate footwear is worn; clean bare feet are usually required
Protective equipment is worn as required
Jewelry is removed
Appropriate clothing is worn, permitting unrestricted movement
Clothing must meet the requirements of the club or competition

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

ORIENTEERING

Orienteering is a running sport that involves navigation with a map and compass, using markers to guide the participant.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies*

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Canadian Orienteering Federation coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in orienteering

Basic safety with reference to various terrains (including road safety) is received prior to participation

Skills/movements are learned in proper progression

Coaches monitor weekly training load (distance and increases) of participants

Students are competent with a compass before entering competition

Length and difficulty of course must be appropriate for ability level of the athletes

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **in-the-area supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries and lost runners

Pre- and post-run/race check-in system is in place

* See camping checklists for safety information when camping overnight.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

ORIENTEERING

Facility/Environment

Local weather conditions, forecast, humidity, and windchill are checked prior to outdoor session
Control stations are clearly marked
Runners must be briefed on the course prior to run
Marshals are stationed at accessible points throughout course

Equipment

Equipment to be used is suitable and in good condition
Most recent edition of area maps are used
Compasses are in good repair
All participants carry a whistle
Portable media players (such as an MP3 player) are not permitted while running
First aid kit and phone are available

Clothing/Footwear

Appropriate footwear is worn
Laces are tied and open-toed shoes are avoided
Jewelry is removed or secured when safety is a concern
Appropriate clothing is worn, permitting unrestricted movement; extra clothing is available for pre- and post-run/race
Suitable clothing and protection is used for weather, sun, insects, and vegetation
Clothing must meet requirements of club or competition

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

PADDLEBALL

Paddleball is a racquet sport similar to racquetball played in a walled court where two or four players hit a ball against the wall with a solid paddle.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained coach or an experienced paddleball player who is capable of demonstrating the competency expected from a National Coaching Certification Program coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in paddleball

Safety rules are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction and then **in-the-area supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

PADDLEBALL

Facility

- Activity area is free of hazards/debris
- Activity area is clearly marked with adequate out-of-bounds areas
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are posted
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Equipment (racquets with wrist straps, goggles) are checked by a qualified person before every session
- Instructions are given regarding the proper maintenance of paddleball equipment
- First aid kit and phone are available

Clothing/Footwear

- Appropriate footwear is worn
- Laces are tied and open-toed shoes are avoided
- Protective eyewear must be worn at all times
- Jewelry is removed or secured when safety is a concern
- Appropriate clothing is worn, permitting unrestricted movement

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

QIGONG

Qigong is derived from traditional Chinese medicine. It involves the coordination of different breathing patterns with various physical postures and motions of the body. It is taught primarily for health maintenance, but it is also a therapeutic intervention. Aspects of qigong are often included in Chinese martial arts teachings, and are particularly common in advanced *Neijia*, or internal martial arts, where the participant is focused on the full mobilization and proper coordination and direction of the energies of the body as they are applied to facilitate all physical actions.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an instructor trained in qigong as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in qigong

Safety rules are learned prior to participation

Skills/movements are learned in proper progression

Program adheres to basic fitness and training principles

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

PHYSICAL ACTIVITY SAFETY CHECKLISTS

QIGONG

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

Facility

Activity area is free of hazards/debris

Proper lighting and ventilation, when applicable, are provided

Safety rules/regulations are provided or posted

Instructions for use of facility are posted

Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition

First aid kit and phone are available

Clothing/Footwear

Appropriate footwear is worn

Jewelry is removed or secured when safety is a concern

Appropriate clothing is worn, permitting unrestricted movement

Clothing must meet requirements of club

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student should have completed a Registration/Informed Consent Form prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

RACQUETBALL

Racquetball is a racquet sport combining the rules of squash and handball; it is played in a four-walled court where two or four players hit a hollow rubber ball against the wall with a short-handled racquet.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/coach or an experienced racquetball player who is capable of demonstrating the competency expected from a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in racquetball

Safety rules and procedures are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction and then **in-the-area supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

RACQUETBALL

Facility

- Activity area is free of hazards/debris
- Activity area is clearly marked with adequate out-of-bounds areas
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are posted
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Equipment (racquets with wrist straps, goggles) are checked by a qualified person before every session
- Instructions are given regarding the proper maintenance of racquetball equipment
- First aid kit and phone are available

Clothing/Footwear

- Appropriate footwear is worn
- Laces are tied and open-toed shoes are avoided
- Protective eyewear must be worn at all times
- Jewelry is removed or secured when safety is a concern
- Appropriate clothing is worn, permitting unrestricted movement

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

RINGETTE

Ringette is a sport played on ice where two teams composed of six players each attempt to score by skating and projecting a rubber ring into the opposing goal.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Ringette Canada coach or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill (If playing in an organized ringette league, coaches could be required to be certified at a minimum level.)

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in ringette

Rules of ringette and safety rules/procedures are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision**

Someone with first aid knowledge is present

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

RINGETTE

Facility/Environment

- Local weather conditions, forecast, and windchill are checked prior to outdoor session
- Ice surface is free of hazards (e.g., ruts, cracks) debris
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are posted
- All doors to ice area are closed
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- All sticks comply with Ringette Canada guidelines
- Sticks checked regularly for cracks
- Only appropriate rings are used
- First aid kit and phone are available

Clothing/Footwear

- CSA-approved helmet and face mask worn at all times
- Mouth guard is worn
- Properly fitted skates are worn
- Appropriate and properly fitted protective equipment is worn as per Ringette Canada guidelines
- Goalies must wear face masks and protective equipment as per Ringette Canada guidelines
- Appropriate clothing is worn for cold weather conditions (outdoors)
- Jewelry is removed or secured when safety is a concern
- Eyewear is secured or removed

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Players who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to play until cleared by a trained medical individual
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

RUGBY—FLAG

Flag rugby is a non-contact coed version of the full game. The objective of the game is to get the ball across the other team's goal line and touch the ball to the ground by running or passing the ball. A distinct characteristic of rugby is that you may only pass sideways or back.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Rugby Canada Certified Community coach, or an experienced player capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill (Most leagues will require that the coaches have completed the Community Rugby [Flag] Coaching program including Safe Rugby training.)

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in rugby

Rugby safety rules/procedures are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision**

Individual trained in first aid is present

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

RUGBY—FLAG

Facility/Environment

Local weather conditions, forecast, humidity, and temperature are checked prior to outdoor session
Activity area is free of hazards/debris
Activity area is clearly marked with adequate out-of-bounds areas
Proper lighting and ventilation, when applicable, are provided
Instructions for use of facility are posted
Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition
Rugby balls are inflated to correct pressure
Adequate number of flags (2 per player) and belts are provided for all students
First aid kit and phone are available

Clothing/Footwear

Appropriate footwear is worn
Laces are tied and open-toed shoes are avoided
Jewelry must be removed
Appropriate clothing is worn (t-shirt and shorts are best), permitting unrestricted movement
Clothing must meet requirements of club or competition
Mouth guards are worn
Suitable protection is used against heat, cold, sun, or insects

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

RUGBY—TACKLE

Rugby is a contact sport played by two teams of 7, 10, or 15 players per team on a field about the size of a soccer pitch. The objective of the game is to get the ball across the other team's goal line and touch the ball to the ground by running or passing the ball. A distinct characteristic of rugby is that you may only pass sideways or back.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Rugby Canada coach, or an experienced player capable of demonstrating competencies of a certified coach (Most leagues will require that the coach[s] have completed the Introduction to Competition Coaching program including Safe Rugby training)

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in rugby

Rugby safety rules/procedures are learned prior to participation

Skills/movements are learned in proper progression

All students must demonstrate competency of skill/fitness prior to playing a game (Early game development is via modified versions of the game.)

Players are matched by size and experience for instruction regarding/involving contact

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

PHYSICAL ACTIVITY SAFETY CHECKLISTS

RUGBY—TACKLE

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision** during initial instructional stages of contact skills and **on-site supervision** the rest of the time
Coach controls all aspects of the drills involving contact
Individual trained in first aid must be present
Safety rules and procedures are enforced
Emergency action plan is in place to deal with accidents/injuries

Facility/Environment

Local weather conditions, forecast, humidity, and temperature are checked prior to outdoor session
Field is level and free of hazards (e.g., gopher holes) or debris
Activity area is clearly marked with adequate out-of-bounds areas
Instructions for use of facility are posted
Proper lighting is provided
Indoor practice facilities have a clearly marked emergency exit

Equipment

Equipment to be used is suitable and in good condition
Goalpost padding must be in place
Rugby ball is properly inflated
First aid kit, spinal board and phone are available

Clothing/Footwear

Appropriate footwear is worn; boots must be as per International Rugby Board (IRB) specifications
Laces are tied and open-toed shoes are avoided
Jewelry must be removed
Appropriate clothing is worn (t-shirt and shorts are best), permitting unrestricted movement
Clothing must meet club or IRB requirements
Mouth guards are mandatory
Suitable protection is used against heat, cold, sun, or insects

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Players who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to play until cleared by a trained medical individual
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SAILING/YACHTING

Sailing involves controlling the motion of a sailing vessel. By adjusting the rigging and rudder, a sailor manages the force of the wind on the sails in order to change the direction and speed of a boat.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies*

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Canadian Yachting Association coach or an experienced sailor who is capable of demonstrating the competency expected from a National Coaching Certification Program coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in the sport of sailing/yachting

Safety rules are learned prior to participation

Emergency rescue strategies are learned and practiced

Sailors must know the rules that govern the waters of the province they are sailing in (i.e., speed, rules of the road, required safety equipment and protecting the marine environment); a government-approved boating safety course is completed by all sailors, providing them with the mandatory Pleasure Craft Operator Card (PCOC) needed to operate a pleasure craft

Skills are learned in proper progression, beginning with classroom sessions

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

* See camping checklists for safety information when camping overnight.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SAILING/YACHTING

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision** during initial instruction and **in-the-area supervision** until participant has demonstrated safe practice and proper techniques
Supervisor is familiar with the waters in which the group is sailing, including hazardous rocks and strong currents

Designated person has NLS Lifeguard certification or current first aid qualifications

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries and includes knowing what to do in a person-overboard emergency

Supervisor has list of students on water

Supervisor has a float plan; someone knows where sailors are going and their expected date/time of return (When back ashore, contact person is informed of return.)

Supervisor is on the water in a motor-powered rescue boat

Facility/Course/Environment

Local weather conditions, forecast, and temperature are checked prior to session

Course is free of hazards or has clearly marked hazards on map and course

Emergency rescue boat is available

Map of route is available with route clearly marked; sailors are briefed prior to setting sail

Clothing/Footwear

Appropriate footwear is worn

Jewelry is removed or secured when safety is a concern

Appropriate clothing is worn, permitting unrestricted movement and protection from the weather as well as providing visibility

Suitable protection from the weather is carried (e.g., hat, jacket, sunglasses, sunscreen)

Equipment

Equipment to be used is suitable and in good condition

Equipment is checked regularly by qualified staff and sailors

A paddle must be carried on board (in case of breakdown or loss of wind)

Navigation tools are available, including a wristwatch and compass, as well as some regular tools including a knife, screwdriver, pliers, duct tape, line

Bailer is carried in the boat

Lifejacket (personal flotation device or PFD) is worn; the law requires one PFD for each person on board; lifejackets are Transport Canada-approved and properly fitted

Fire extinguisher and flares are carried in the boat

Whistle, horn, or some effective means of making noise is available; whistle is secured to lifejacket

Boat is equipped with lights for nighttime or unintentionally getting caught on the water after dark

First aid kit and phone are available

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SAILING/YACHTING

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SCUBA DIVING

Scuba diving is swimming underwater while using self-contained breathing equipment and fins.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies*

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an experienced scuba diver certified by one of the following:

- Scuba and Snorkeling: Association of Canadian Underwater Councils
- The National Association of Underwater Instructors
- The Professional Association of Diving Instructors

Instructor is familiar with the water group is diving in

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in scuba diving

Safe diving rules are learned prior to participation, including "buddy diving" and emergency procedures

Skills/movements are learned in proper progression

Sessions begin with an easy warm-up and end with a cool-down

Drinking water is available and consumed as needed

In-class theory sessions are held prior to water sessions

Initial lessons are held in a pool or a sheltered harbour

* See camping checklists for safety information when camping overnight.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SCUBA DIVING

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision**

One of the supervisors or instructors is a qualified lifeguard

Supervisor is familiar with the water in which the group is diving

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

Supervisor has list of students in water

Emergency meeting place is designated

Facility/Environment

Local weather conditions/forecast are checked prior to outdoor session

Activity area is free of hazards/debris

Activity area is clearly marked

Instructions for use of facility are posted

Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition

Snorkel is in good repair

Certified scuba tanks must be used and all equipment must be checked before each use by a qualified person

Jewelry is removed or secured when safety is a concern

First aid kit and phone are available

Emergency equipment is readily available

Clothing/Footwear

Proper swimwear or wetsuit is worn

Properly fitted mask and fins are worn

Change of clothing for post-swim is available

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SEPAK TAKRAW

Sepak takraw is a Southeast Asian sport that is similar to volleyball, except that it uses a rattan ball and only allows players to use their feet and head to touch the ball. It is also played on a badminton doubles-sized court.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an instructor capable of organizing, teaching, and demonstrating sepak takraw skills and activities as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in sepak takraw

Safety rules and procedures are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction and then **in-the-area supervision**

Individual with first aid training is present

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SEPAK TAKRAW

Facility/Environment

Local weather conditions, forecast, humidity, and temperature are checked prior to outdoor session
Activity area is free of hazards/debris
Activity area is clearly marked with adequate out-of-bounds areas
Proper lighting and ventilation, when applicable, are provided
Instructions for use of facility are posted
Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition
Rattan balls are inspected prior to each use and replaced if damaged
Nets and poles are checked prior to use and stored safely when not in use
Instructions are given regarding setting up and taking down of equipment
First aid kit and phone available

Clothing/Footwear

Appropriate footwear is worn
Laces are tied and open-toed shoes are avoided
Jewelry is removed or secured when safety is a concern
Appropriate clothing is worn (t-shirt and shorts are best), permitting unrestricted movement.
Clothing must meet requirements of club or competition

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SKATEBOARDING

Skateboarding is an activity involving riding on or performing tricks with a skateboard, which is a small platform with four wheels.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an experienced skateboarder who is capable of demonstrating the competency expected from a certified National Coaching Certification Program coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in skateboarding (permanent impairment or even death may be suffered with a fall off the skateboard and striking the head without a helmet; most brain injuries happen when the head hits the pavement)

Safety rules are learned prior to participation; instruction includes road safety if skateboarding on roads and near traffic

Skateboarding skills/movements are learned in proper progression, including learning how to fall

Drinking water available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision** during initial instruction and **in-the-area supervision** until participant has demonstrated safe practice and proper etiquette

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SKATEBOARDING

Facility/Environment

Local weather conditions, forecast, humidity, and temperature are checked prior to outdoor session
Activity area is free of hazards/debris
Proper lighting is provided if skateboarding at night/indoors
Safety rules/regulations are posted
Instructions for use of facility are posted
Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition
Boards are selected that are appropriate for the type of riding to be done and the size of the rider
Equipment is checked before every session
Instructions are given regarding the proper maintenance of skateboarding equipment
First aid kit and phone are available

Clothing/Footwear

Appropriate protective equipment is worn at all times (Helmets and specially designed padding are recommended, but may not fully protect skateboarders from fractures; however, wearing protective equipment can reduce the number and severity of cuts and scrapes. Wrist braces and special skateboarding gloves also can help absorb the impact of a fall.)
Appropriate footwear is worn, such as slip-resistant shoes
Laces are tied and open-toed shoes are avoided
Jewelry is removed or secured when safety is a concern
Appropriate clothing is worn, permitting unrestricted movement

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SKATING — FIGURE

Figure skating is an ice skating sporting event where individuals, mixed couples, or groups perform spins, jumps, and other "moves" on the ice, often to music.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified instructor by National Coaching Certification Program and Skate Canada coach, or experienced coach capable of demonstrating minimum required competencies for certification as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in figure skating

Safety rules and skating etiquette are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision** during instruction and when practicing potentially dangerous skills; otherwise **on-site supervision** is provided

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SKATING—FIGURE

Facility/Environment

Local weather conditions, forecast, and windchill are checked prior to outdoor session
Skating surface is level and free of debris/cracks
Activity area is safe distance from traffic
Area around activity area is free of debris/hazards
Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition
Skates are checked and sharpened on a regular basis
First aid kit and phone are available

Clothing/Footwear

Approved (CSA) helmet is worn as appropriate (novice/practicing new skills)
Skates are properly fitted
Jewelry is removed or secured when safety is a concern (as per regulations of program)
Appropriate loose-fitting clothing is worn that provides unrestricted movement, but does not impede movement or create a risk of fall
Suitable protection from the weather is worn (e.g., hat, jacket, mitts, or gloves) for outdoor sessions

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SKATING—ICE

Ice skating is a recreational or competitive activity using special boots with blades to travel on ice.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student’s personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified coach, or experienced skater/coach capable of demonstrating minimum required competencies for certification as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in ice skating

Safety rules and skating etiquette are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision** during initial instruction and then **on-site supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SKATING—ICE

Facility/Environment

Local weather conditions, forecast, and windchill are checked prior to outdoor session
Skating surface is level and free of debris/cracks
Activity area is safe distance from traffic
Area around activity area is free of debris/hazards
Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition
Skates are checked and sharpened on a regular basis
First aid kit and phone are available

Clothing/Footwear

CSA-approved helmet is worn
Skates are properly fitted
Jewelry is removed or secured when safety is a concern (as per regulations of program)
Appropriate loose-fitting clothing is worn that provides unrestricted movement, but does not impede movement or create a risk of fall
Suitable protection from the weather is worn (e.g., hat, jacket, mitts, or gloves) for outdoor sessions

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SKATING—INLINE/ROLLER (INDOOR OR OUTDOOR)

Inline skating is a contemporary form of roller skating. It is a recreational or competitive activity that involves traveling on smooth terrain on roller skates that are equipped with wheels placed in a line.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies*

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified coach, or experienced skater/coach capable of demonstrating minimum required competencies for certification as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in inline or roller skating

Safety rules and skating etiquette, including road safety for skating outdoors, are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision** during initial instruction and **in-the-area supervision** when basic skills are being acquired

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

* See camping checklists for safety information when camping overnight.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SKATING—INLINE/ROLLER (INDOOR OR OUTDOOR)

Facility/Environment

Local weather conditions, forecast, and windchill are checked prior to outdoor session
Skating surface is level and free of hazards, debris, and water/moisture
Area surrounding skating surface is free of potential hazards
Skating area (outdoors) is situated a safe distance from traffic
Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition
Skates must be checked regularly by coaches and players; damaged wheels must be repaired or replaced
Appropriate wrist, elbow, and knee pads are worn
First aid kit and phone are available

Clothing/Footwear

Approved helmet is worn
Properly fitted skates are worn
Jewelry is removed or secured when safety is a concern (as per regulations of program)
Appropriate loose-fitting clothing is worn that provides unrestricted movement, but does not impede movement or create a risk of fall
Suitable protection from the weather is used (e.g., hat, jacket, sunscreen, and insect repellent)

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SKIING—ALPINE (DOWNHILL)

Alpine skiing (or downhill skiing) involves sliding down snow-covered hills with skis attached to the feet.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Alpine Canada Coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in alpine skiing

Alpine skiing safety rules and etiquette (including control at all times on the hills) are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Students are screened and grouped according to abilities

Difficulty of course/hill is appropriate for student's development/capabilities

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SKIING—ALPINE (DOWNHILL)

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** for instruction and **in-the-area supervision** when skiing
Designated person trained in first aid is present
Safety rules and procedures are enforced
Emergency action plan is in place to deal with accidents/injuries

Facility/Environment

Local weather conditions, forecast, and windchill are checked prior to outdoor session
Tow ropes and lifts have posted instructions and clearly marked loading and unloading site
Activity area is free of hazards/debris
Ski runs are clearly marked and degree of difficulty is indicated
Alpine skiing safety rules/regulations are posted
Instructions for use of facility are posted

Equipment

Equipment to be used is suitable and in good condition
All equipment is checked prior to each use; damaged equipment is repaired or replaced
Skis and poles are appropriate size
Bindings are in good repair
Boots and bindings are compatible
Portable media players (such as an MP3 player) must not be worn while downhill skiing as they reduce the skier's awareness to his/her surroundings
First aid kit and phone are available

Clothing/Footwear

Approved helmet is worn
Ski boots are properly fitted
Clothing is worn in layers
Toques and mitts/gloves are worn
Eyewear is secured
Properly fitted goggles are recommended
No long scarves are permitted
Jewelry is removed or secured when safety is a concern

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SKIING—CROSS COUNTRY

Cross-country skiing, traditionally a form of transportation on snow, is usually practiced on prepared trails or hills and involves three main styles: classic, skating, and telemarking.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies*

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an instructor trained/certified through a National Coaching Certification Program, Canadian Association of Nordic Ski Instructors (CANSI), Cross Country Canada, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks involved in cross-country skiing

Safe skiing practice (including recognition and treatment of frostbite and hypothermia and the buddy ski system) and trail etiquette have been learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Coach ensures that all students demonstrate competency of skill/fitness prior to longer ski races/training sessions

* See camping checklists for safety information when camping overnight.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SKIING—CROSS COUNTRY

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction and then **in-the-area supervision**; a specific hazard may require constant visual supervision

Safety rules and procedures are enforced
Emergency action plan is in place to deal with accidents/injuries and lost students
Pre- and post-ski check-in system is in place

Facility/Environment

Local weather conditions, forecast, and windchill are checked prior to outdoor session

Activity area is clearly marked and free of hazards/debris

Higher risk areas are clearly marked

Safety rules/regulations are posted

Ski trails are clearly marked and a detailed map displaying the ski trails is available

Trails are a safe distance from vehicular traffic

Equipment

Equipment to be used is suitable and in good condition

Equipment (skis, poles, boots, bindings, etc.) is checked by a qualified person before every session

Equipment is appropriate size for the student

Instructions are given regarding the proper maintenance of cross-country ski equipment

Appropriate wax is used for conditions

Portable media players (such as an MP3 player) are avoided while skiing as they reduce the skier's awareness to his/her surroundings

First aid kit and phone are available

Clothing/Footwear

Appropriate footwear is worn with laces tied

Clothing is worn in layers

Toques and gloves are worn

Appropriate clothing is worn, permitting unrestricted movement and protection for weather and sun

Clothing must meet requirements of club or competition

Jewelry is removed or secured when safety is a concern

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SKIING—WATER

Water skiing involves being pulled by a boat with skis attached to the feet.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies*

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Water Ski and Wakeboard Canada Coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in water skiing

Safety rules and procedures, including communication signals with supervisor in boat, are learned prior to participation

Emergency rescue strategies are learned and practiced

Skiers are familiar with the rules that govern the waters of the province they are skiing in (i.e., speed, rules of the road, required safety equipment and protecting the marine environment)

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Weather/water conditions are appropriate for student's development/capabilities

* See camping checklists for safety information when camping overnight.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SKIING—WATER

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision:

constant visual supervision

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

Facility/Environment

Local weather conditions, forecast, and windchill are checked prior to outdoor session

Activity area is free of hazards/debris and traffic is avoided

Equipment

Equipment to be used is suitable and in good condition

Skis are appropriate size and type

Bindings are properly fitted and in good repair

Appropriate and proper fitted lifejacket/Personal Flotation Device (PFD) is worn

Tow rope is in good condition and properly tethered

All equipment is checked prior to each use; damaged equipment is repaired or replaced

First aid kit and phone are available

Clothing/Footwear

Proper swimwear or wetsuit is worn

Change of clothing for post-ski is available

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SNORKELING

Snorkeling involves swimming just below the surface of the water while wearing a diving mask, a J-shaped tube called a snorkel, and (usually) swim fins.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies*

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an experienced diver certified by Scuba and Snorkeling: Association of Canadian Underwater Councils, The National Association of Underwater Instructors, The Professional Association of Diving Instructors, or an individual capable of demonstrating the competencies required for certification as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in snorkeling

Safe diving rules are learned prior to participation, including 'buddy diving' and emergency procedures

Skills/movements are learned in proper progression

Sessions begin with an easy warm-up and end with a cool-down

Drinking water is available and consumed as needed

In-class theory sessions are held prior to water sessions

Initial lessons are held in a pool or a sheltered harbour

* See camping checklists for safety information when camping overnight.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SNORKELING

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

- Recommended level of supervision: **on-site supervision**
- One of the supervisors or instructors is a qualified lifeguard
- Safety rules and procedures are enforced
- Emergency action plan is in place to deal with accidents/injuries
- Supervisor has list of students in water
- Emergency meeting place is designated

Facility/Environment

- Local weather conditions, forecast, and windchill are checked prior to outdoor session
- Activity area is free of hazards/debris
- Activity area is clearly marked
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Snorkel is in good repair
- Jewelry is removed or secured when safety is a concern
- First aid kit and phone are available
- Emergency equipment is readily available

Clothing/Footwear

- Proper swimwear or wetsuit is worn
- Properly fitted mask and fins are worn
- Change of clothing for post-swim is available

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SNOWBOARDING

Snowboarding involves sliding down a snow-covered slope on a snowboard that is attached to the feet by a boot/binding interface. It is similar to skiing, but inspired by surfing and skateboarding.

Risk Factor Rating

3

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Canadian Snowboarding Federation coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks of snowboarding

Snowboarding safety rules and etiquette are learned prior to participation

Skills/movements are learned in proper progression

Students are screened and grouped according to abilities

Difficulty of hill is appropriate for student's development/capabilities

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SNOWBOARDING

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** for instruction and beginning snowboarders; **in-the-area supervision** for experienced snowboarders

Safety rules and procedures are enforced

Designated person trained in first aid is present

Emergency action plan is in place to deal with accidents/injuries

Snowboarding area is patrolled by Ski Patrol

Facility/Environment

Local weather conditions, forecast, and windchill are checked prior to outdoor session

Activity area is free of hazards/debris

Ski runs are clearly marked and degree of difficulty is indicated

Instructions for use of facility are posted

Tow ropes and lifts have posted instructions and loading and unloading site is clearly marked

Equipment

Equipment to be used is suitable and in good condition

All equipment is checked prior to each use; damaged equipment is repaired or replaced
Approved snowboard is used with properly attached bindings

First aid kit and phone are available

Portable media players (such as an MP3 player) must not be used while snowboarding as they reduce the snowboarder's awareness to his/her surroundings

Clothing/Footwear

Approved helmet is worn

Snowboarding boots are properly fitted

Clothing is worn in layers

Toques and mitts/gloves are worn

Eyewear is secured

Properly fitted goggles are recommended

No long scarves are permitted

Jewelry is removed or secured when safety is a concern

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SNOWSHOEING

Snowshoeing is a recreational activity that involves walking on snow with web-shaped footwear.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies*

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an experienced snowshoer capable of organizing, teaching, and demonstrating snowshoeing skills and activities as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks involved in snowshoeing

Safe snowshoeing practice (including recognition and treatment of frostbite and hypothermia and the buddy system) are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Students demonstrate competency of skill/fitness prior to longer snowshoe treks or races

* See camping checklists for safety information when camping overnight.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SNOWSHOEING

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction and **in-the-area supervision** during snowshoeing sessions

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

Pre- and post-check-in system is in place

Facility/Environment

Local weather conditions, forecast, and windchill are checked prior to outdoor session

Activity area is clearly marked and free of hazards/debris

Higher-risk areas are clearly marked

Safety rules/regulations are posted

Snowshoeing trails are clearly marked and a detailed map displaying the trails is available

Trails are a safe distance from vehicular traffic

Equipment

Equipment to be used is suitable and in good condition

Equipment (snowshoes and bindings) is checked by a qualified person before every session

Equipment is appropriate size for the student
Instructions are given regarding the proper maintenance of snowshoes

First aid kit and phone are available

Portable media players (such as an MP3 player) are avoided while snowshoeing as they reduce the snowshoer's awareness to his/her surroundings

Clothing/Footwear

Appropriate footwear is worn with laces tied

Clothing is worn in layers

Toques and gloves are worn

Jewelry is removed or secured when safety is a concern

Appropriate clothing is worn, permitting unrestricted movement

Clothing must meet requirements of club or competition

Precautions are taken against cold and sun

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SOCCER

Soccer is played on a field (or in a gym) by two teams trying to drive a ball into the opponent's net predominantly by using their feet.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Canadian Soccer Association coach or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill (If participating in an organized soccer league there may be a certification requirement for the coach.)

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in soccer

Safety rules (including appropriate behaviours related to moveable goals and heading of the ball) are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision**

Individual responsible for first aid is present

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SOCCER

Facility/Environment

Local weather conditions, forecast, and windchill are checked prior to outdoor session
Playing surface is level and free of hazards/debris
Activity area is clearly marked with adequate out-of-bounds areas
Proper lighting and ventilation, when applicable, are provided
Instructions for use of facility are posted
Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition
Goals are securely in place
Balls are correct size and properly inflated
Corner flags meet Canadian Soccer Association requirements
Students ensure they have a water bottle at all sessions
Soft pylons are used to mark practice areas
First aid kit and phone are available

Clothing/Footwear

Players should consider wearing mouth guard
Protective orthopedic apparatus must be soft and padded, in compliance with Canadian Soccer Association regulations
Footwear meets the requirements of the Canadian Soccer Association
Laces are tied and open-toed shoes are avoided
Jewelry is removed or secured when safety is a concern
Appropriate clothing is worn (t-shirt and shorts are best), permitting unrestricted movement
Clothing must meet requirements of club or competition
Suitable protection is used against heat, cold, sun, or insects

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SOFTBALL (SLO-PITCH, MODIFIED, OR FAST PITCH)

Softball is a team sport descended from baseball that is played with a larger and softer ball by two teams of nine players on a field with four bases, which mark the course the batters must take to score runs. The three forms of softball are: fast pitch, modified pitch (orthodox), and slo-pitch.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Softball Canada coach or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill (If participating in a league, there may be a coaching certification requirement.)

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in softball

Softball safety rules (e.g., safe base running) and etiquette (e.g., dropping the bat after hitting the ball) are learned prior to participation

Skills/movements are learned in proper progression, especially higher-risk activities such as sliding

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SOFTBALL (SLO-PITCH, MODIFIED, OR FAST PITCH)

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision**

Safety rules and procedures are enforced (e.g., non-participants are in a safe area and an adequate distance from the batter)

Designated person is present with basic first aid training

Emergency action plan is in place to deal with accidents/injuries

Facility/Environment

Local weather conditions, forecast, and windchill are checked prior to outdoor session

The facility is checked prior to use for hazards

Bases are secured

Diamond is groomed and level, free of holes, rocks, or other obstacles

Backstop is free of holes or broken wires and is checked prior to each game or practice

Entrance gates to diamond must stay closed at all times

Dugout is screened to protect players and coaches

If the field is deemed to be unsafe, a game/practice must be rescheduled to a new field or new date, and a report must be submitted to the appropriate authorities

When training indoors the site is suitable for the activity being practiced (e.g., a school gymnasium may be suitable for a pitching practice but not for batting practice)

Instructions for use of facility are posted

Equipment

Equipment to be used is suitable and in good condition

Equipment (bats, helmets) are checked by a qualified person before every session

Bats are the appropriate size (length and weight) for each participant

Safety bases are used

Helmets (CSA-approved) are used in accordance with Softball Canada directives

Catchers wear approved protective equipment as per Softball Canada directives

Equipment not being used as part of the game must be kept out of the playing area

First aid kit and phone are available

Clothing/Footwear

Appropriate footwear is worn

Laces are tied and open-toed shoes are avoided

Jewelry is removed or secured when safety is a concern

Appropriate clothing is worn (t-shirt and shorts), permitting unrestricted movement

Clothing must meet requirements of club or competition

Suitable protection from the sun and insects is used

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SOFTBALL (SLO-PITCH, MODIFIED, OR FAST PITCH)

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SPEED SKATING

Speed skating is an Olympic sport where competitors are timed while skating a set distance. There are several forms of speed skating: long track, short track, inline, and quad speed skating.

Risk Factor Rating

3

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Speed Skating Canada coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in speed skating

Safety rules and skating etiquette are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Students demonstrate competency of skill/fitness prior to longer training sessions and distances

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision**

Instructor controls starting line

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SPEED SKATING

Facility/Environment

Local weather conditions, forecast, and windchill are checked prior to outdoor session
Skating area is free of hazards/debris and cracks in the ice surface
Activity area is clearly marked with adequate out-of-bounds areas
Proper lighting is provided
Instructions for use of facility are posted
Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition
Skates are checked and sharpened on a regular basis
First aid kit and phone are available
Indoor skating sessions (on hockey rinks) have safety pads in place

Clothing/Footwear

Properly fitted skates are worn
Approved helmet is worn
Clothing is worn in layers with appropriate protection from the weather (e.g., hat, jacket, mitts, or gloves)
Appropriate loose-fitting clothing is worn that provides unrestricted movement, but does not impede movement or create a risk of falling
Jewelry is removed or secured when safety is a concern

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SQUASH

Squash is a racquet sport played in a four-walled court where two or four players hit a small, hollow rubber ball against the wall with a standard-sized racquet.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/coach or an experienced squash player who is capable of demonstrating the competency expected from a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in squash

Safety rules are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction and then **in-the-area supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SQUASH

Facility

- Activity area is free of hazards/debris
- Activity area is clearly marked with adequate out-of-bounds areas
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are posted
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Equipment (racquets, goggles) are checked by a qualified person before every session
- Instructions are given regarding the proper maintenance of squash equipment
- First aid kit and phone are available

Clothing/Footwear

- Appropriate footwear is worn
- Laces are tied and open-toed shoes are avoided
- Protective eyewear must be worn at all times
- Jewelry is removed or secured when safety is a concern
- Appropriate clothing is worn, permitting unrestricted movement

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SWIMMING (OPEN WATER)

Swimming is the movement through water without artificial assistance, and can be recreational or competitive. Open-water swimming involves both recreational and competitive swimming in outdoor waters not restricted to a swimming pool, such as a lake or the ocean.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies*

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an experienced swimmer with the following qualifications:

1. NLS Lifeguard Certificate OR Bronze Cross
2. Current First Aid Qualifications:
 - a) St. John Emergency First Aid Certificate, OR
 - b) Canadian Red Cross Emergency First Aid, OR
 - c) Lifesaving Society Canadian Swim Patrol Program, Star Patrol, OR
 - d) Canadian Ski Patrol First Aid Certificate

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in swimming

Swimming safety rules and emergency procedures are learned as part of the instructional program

Skills/movements are learned in proper progression

All screening and testing is initially done in shallow water

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

* See camping checklists for safety information when camping overnight.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SWIMMING (OPEN WATER)

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision**

Minimum of one instructor/supervisor/participant has:

1. NLS Lifeguard Certificate, OR
2. Current First Aid Qualifications:
 - a) St. John Emergency First Aid Certificate, OR
 - b) Canadian Red Cross Emergency First Aid, OR
 - c) Canadian Ski Patrol First Aid Certificate.

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

Process for the accounting of the students must be in place

Buddy system is in place

Each instructor/supervisor has a whistle or other signaling device

Supervisor is in a motorized support boat, if possible, within easy reach of the swimmer

Facility/Environment

Local weather conditions, forecast, and windchill are checked prior to outdoor session

Swimming area must be free of hazards/debris and unsuspecting currents

Swimming area is clearly marked

Safety rules/regulations are posted

Electrical equipment is properly grounded and away from water

Equipment

Equipment to be used is suitable and in good condition

Standard water safety equipment is available (e.g., ring buoys, reaching poles, spinal boards, etc.)

First aid kit and phone are available

Clothing/Footwear

Suitable swimwear is worn

Device for preventing hair from obstructing vision is worn (e.g., elastic band or swim cap)

Jewelry is removed or secured if safety is a concern

Eyewear is removed or secured

Goggles are recommended for open-water swimming

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SWIMMING (OPEN WATER)

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SWIMMING (POOL)

Swimming is the movement through water without artificial assistance, and can be recreational or competitive.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies*

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an experienced swimmer with the following qualifications:

1. NLS Lifeguard Certificate OR Bronze Cross
2. Current First Aid Qualifications:
 - a) St. John Emergency First Aid Certificate, OR
 - b) Canadian Red Cross Emergency First Aid, OR
 - c) Lifesaving Society Canadian Swim Patrol Program, Star Patrol, OR
 - d) Canadian Ski Patrol First Aid Certificate

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in swimming

Safety rules and procedures are enforced

Swimming safety rules and emergency procedures are learned as part of instruction program

Skills/movements are learned in proper progression

All screening and testing is initially done in the shallow end of the pool

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

* See camping checklists for safety information when camping overnight.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SWIMMING (POOL)

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision**

Minimum of one instructor/supervisor/participant has:

1. NLS Lifeguard Certificate, OR
2. Current First Aid Qualifications:
 - a) St. John Emergency First Aid Certificate, OR
 - b) Canadian Red Cross Emergency First Aid, OR
 - c) RLSS Aquatic Emergency Care Certificate, OR
 - d) Canadian Ski Patrol First Aid Certificate

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

Process for the accounting of the students must be in place

Buddy system is in place

Each instructor/supervisor has a whistle or other signaling device

Safety rules are posted and enforced, including:

- No running or pushing on deck
- No gum chewing
- No food in pool area
- Diving area rules
- No diving in shallow end
- No shoes on deck

Change rooms are regularly monitored

Facility/Environment

Local weather conditions, forecast, and windchill are checked prior to outdoor session

Swimming area must be free of hazards/debris

Swimming area is clearly marked

Proper lighting and ventilation, when applicable, are provided

Safety rules/regulations and instructions for use of facility are posted

Electrical equipment is properly grounded and away from water

Emergency exits are clearly marked and must be identified

Equipment

Equipment to be used is suitable and in good condition

Standard water safety equipment is available (e.g., ring buoys, reaching poles, spinal boards, etc.)

First aid kit and phone must be readily accessible

PHYSICAL ACTIVITY SAFETY CHECKLISTS

SWIMMING (POOL)

Clothing/Footwear

- Suitable swimwear is worn
- Device for preventing hair from obstructing vision is worn (e.g., elastic band or swim cap)
- Jewelry is removed or secured if safety is a concern
- Eyewear is removed or secured
- Goggles are recommended for continuous swimming

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

TABLE TENNIS

Table tennis, also known as ping pong, is a sport in which two or four players hit a lightweight ball back and forth to each other with bats (also sometimes called racquets or paddles). The game takes place on a table divided by a net.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a certified National Coaching Certification Program/Table Tennis Canada coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in table tennis

Safety rules and procedures are learned prior to participation

Skills/movements are learned in proper progression

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **in-the-area supervision**

On-site supervision is required for setting up and putting away tables

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

TABLE TENNIS

Facility

- Activity area is free of hazards/debris
- Activity area is clearly marked with adequate out-of-bounds areas
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are posted
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Tables and paddles are checked prior to use; damaged equipment is repaired or replaced
- Routine is established for setting up, dismantling, and storing equipment and tables
- First aid kit and phone are available

Clothing/Footwear

- Appropriate and properly fitted footwear is worn
- Laces are tied and open-toed shoes are avoided
- Jewelry is removed or secured when safety is a concern
- Appropriate clothing is worn, permitting unrestricted movement

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

TAE BO

Tae bo is an aerobic exercise routine developed by taekwondo practitioner Billy Blanks in 1989. It combines music with elements from his taekwondo and boxing training to form an intense workout regimen.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an instructor certified by the Manitoba Fitness Council, a certified Tae Bo instructor or from an experienced instructor capable of demonstrating competencies of a certified instructor, as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students aware of potential risks of tae bo and aerobic activities with specific reference to certain exercises which might constitute part of the program

Safety rules are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with an appropriate warm-up and cool-down

Drinking water is available and consumed as needed

Program adheres to basic fitness and training principles

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

TAE BO

Facility

- Activity area is free of hazards/debris
- Activity area is clearly marked
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are provided or posted
- Instructions for use of facility are posted
- Emergency exit is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Equipment used is regularly checked by a qualified person
- Instructions are given regarding the proper maintenance/storage of equipment
- First aid kit and phone are available

Clothing/Footwear

- Appropriate and properly fitted footwear is worn
- Laces are tied and open-toed shoes are avoided
- Jewelry is removed or secured when safety is a concern
- Appropriate clothing is worn (e.g., aerobics wear) providing unrestricted movement

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student should have completed a Registration/Informed Consent Form prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education teacher course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

TAEKWONDO

Taekwondo is a martial art and combat sport originating in Korea. It emphasizes kicks thrown from a mobile stance, using the leg's greater reach and power to disable the opponent from a distance.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified taekwondo instructor (a minimum belt standing and training is required before one can instruct), approved by Taekwondo Canada or an instructor capable of demonstrating the competencies required for certification

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in taekwondo

Safety rules and procedures are learned prior to participation

Skills/movements are learned in proper progression

Program adheres to basic fitness and training principles

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Student must demonstrate competency of skill/fitness prior to being allowed to enter competition

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **constant visual supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

TAEKWONDO

Facility

- Activity area is free of hazards/debris
- Activity area is clearly marked with adequate out-of-bounds areas
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are provided or posted
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Equipment is checked by a qualified person before every session
- Instructions are given regarding the proper maintenance of equipment
- First aid kit and phone are available

Clothing/Footwear

- Appropriate footwear is worn as required
- Jewelry is removed
- Appropriate clothing is worn, permitting unrestricted movement
- Clothing must meet the requirements of the club or competition

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

TAI CHI

Tai chi (or tai chi chuan) is a “soft” Chinese martial art that often involves slow, relaxed movements, but may also have secondary, faster movements. Training may also consist of partner exercises known as “pushing hands,” and martial applications of the postures of the form.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student’s personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an instructor trained in tai chi, possibly by the Taoist Tai Chi Society of Canada

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in tai chi as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

Safety rules are learned prior to participation

Skills/movements are learned in proper progression

Program adheres to basic fitness and training principles

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

TAI CHI

Facility

- Activity area is free of hazards/debris
- Activity area is clearly marked with adequate out-of-bounds areas
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are provided or posted
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Instructions are given regarding the proper maintenance of equipment
- First aid kit and phone are available

Clothing/Footwear

- Appropriate footwear is worn
- Jewelry is removed or secured when safety is a concern
- Appropriate clothing is worn, permitting unrestricted movement
- Clothing must meet the requirements of the club

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

TCHOUKBALL

Tchoukball is an indoor team sport that involves passing a ball between teammates and attempting to throw and bounce the ball off a “frame” resembling an upright trampoline.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student’s personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an instructor capable of organizing, teaching, and demonstrating tchoukball skills and activities as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in tchoukball

Safety rules and etiquette of the game of tchoukball are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

TCHOUKBALL

Facility

- Activity area is free of hazards/debris
- Floor provides adequate traction
- Activity area is clearly marked with adequate out-of-bounds areas
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are posted
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- All equipment is checked before starting a session; damaged equipment is repaired or replaced as required
- Balls are properly inflated
- First aid kit and phone are available

Clothing/Footwear

- Appropriate footwear is worn
- Laces are tied and open-toed shoes are avoided
- Jewelry is removed or secured when safety is a concern
- Appropriate clothing is worn (t-shirt and shorts are best), permitting unrestricted movement
- Clothing must meet requirements of club or competition

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

TEAM HANDBALL

Team handball (also known as handball, field handball, European handball, or Olympic handball) is a team sport where two teams of seven players each (six players and a goalkeeper) pass and bounce a ball trying to throw it in the goal of the opposing team.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is provided by a certified National Coaching Certification Program/Handball Canada coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill (League may require certified coaches.)

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in team handball

Safety rules (including never hang on goals) and game etiquette are learned prior to participation
Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision**

Safety rules and procedures are enforced

Individual responsible for first aid is present for the entire session

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

TEAM HANDBALL

Facility

- Activity area is free of hazards/debris
- Activity area is clearly marked with adequate out-of-bounds areas
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are posted
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Goals are properly anchored; damaged goals are repaired or replaced
- Balls are properly inflated
- First aid kit and phone are available

Clothing/Footwear

- Appropriate footwear is worn
- Laces are tied and open-toed shoes are avoided
- Jewelry is removed or secured when safety is a concern
- Eyewear is removed or secured
- Appropriate clothing is worn (t-shirt and shorts are best), permitting unrestricted movement
- Clothing must meet requirements of club or competition

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

TENNIS

Tennis is a racquet sport played between two or four players. A stringed racquet is used to strike a hollow, felt-covered rubber ball over a net into the opponent's court.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Tennis Canada Coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in tennis

Safety rules and game etiquette are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction and then **in-the-area supervision**

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

Bad weather plan is in place if using outdoor courts

PHYSICAL ACTIVITY SAFETY CHECKLISTS

TENNIS

Facility/Environment

- Local weather conditions, forecast, and windchill are checked prior to outdoor session
- Activity area is free of hazards/debris
- Activity area is clearly marked with adequate out-of-bounds areas
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are posted
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Nets are in good repair
- Appropriate size racquet is used
- First aid kit and phone are available

Clothing/Footwear

- Appropriate footwear is worn
- Laces are tied and open-toed shoes are avoided
- Jewelry is removed or secured when safety is a concern
- Appropriate clothing is worn (t-shirt and shorts are best), permitting unrestricted movement
- Clothing must meet requirements of club or competition

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

TOBOGGANING, SLEDDING, TUBING

Tobogganing, sledding, and tubing are very popular Canadian winter activities that have been enjoyed by generations of Canadians; all you need is a hill and something to “ride” down the hill.

Risk Factor Rating

3

General Learning Outcome

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

Risk Management Strategies*

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student’s personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an instructor capable of organizing, teaching, and demonstrating skills and activities associated with tobogganing, sledding and/or tubing as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in tobogganing/sledding/tubing

Safety rules and practice (e.g., taking time to avoid collisions and never going down a hill headfirst; facing forward and steering) are learned prior to participation

Skills/movements are learned in proper progression

Difficulty of course/hill is appropriate for student’s development/capabilities

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision**; the supervisor is positioned at the top of the hill to ensure slope is safe for descent

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

* See camping checklists for safety information when camping overnight.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

TOBOGGANING, SLEDDING, TUBING

Facility/Environment

Local weather conditions, forecast, and windchill are checked prior to outdoor session
Sledding path is free of obstacles and the hill doesn't end near a street, parking lot, pond, or other danger
Adequate layer of snow is present
If sledding in the evening, area is well-lit
Activity area is clearly marked
Safety rules/regulations are posted

Equipment

Equipment to be used is suitable and in good condition
Sled can be steered (safer than flat sheets, toboggans, or snow discs)
Equipment is checked for damage before each use; damaged equipment is repaired or replaced
First aid kit and phone are available

Clothing/Footwear

Clothing is worn in layers and is appropriate for weather conditions
Appropriate footwear is worn
Toques and mitts/gloves are worn
Scarves are avoided or well-secured
Jewelry is removed or secured when safety is a concern
Eyewear is secured or removed as is appropriate

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
If the student is participating in an organized program they should have completed a Registration/Informed Consent Form prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

TRIATHLON

Triathlon is an athletic event that includes swimming, cycling, and running over various distances.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a certified National Coaching Certification Program/Triathlon Canada coach, or an experienced coach capable of demonstrating competencies of a certified coach in preparing programs for triathlon events as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in triathlon programs (indoors and outdoors)

Basic safety during training and racing sessions (including road and water safety) is learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Coaches monitors weekly training load (distance and increases) of athlete

Length of event must be appropriate for the fitness level of the student

PHYSICAL ACTIVITY SAFETY CHECKLISTS

TRIATHLON

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** is required by a qualified swim instructor/lifeguard during all swimming activities; otherwise **in-the-area supervision**
As some training sessions will be conducted by the student on their own, students are encouraged to train in pairs

Process for the accounting of the students must be in place

Individual responsible for providing first aid is present

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

Facility/Environment

Local weather conditions, forecast, and windchill are checked prior to outdoor session
Safety check has been performed prior to run
Route is free of debris and obstructions
Running surface is level and provides suitable footing
Traffic is avoided as permitted
Routes that put runners/riders at personal risk are avoided
Route is clearly marked
Swimming area must be free of hazards/debris and unsuspecting currents
Swimming area is clearly marked

Equipment

Equipment to be used is suitable and in good condition
Standard water safety equipment is available (e.g., ring buoys, reaching poles, spinal boards, etc.)
Bikes are checked prior to each ride
Portable media players (such as an MP3 player) are avoided for training as they reduce athlete's awareness of surroundings, and not permitted for competition
First aid kit and phone are available

Clothing/Footwear

Appropriate footwear is worn
Laces are tied and open-toed shoes are avoided
Approved helmet is worn during the cycling portion
Jewelry is removed or secured when safety is a concern
Appropriate clothing is worn, permitting unrestricted movement
Suitable swimwear is worn, including device for preventing hair from obstructing vision (e.g., elastic band or swim cap) during swim portion
Suitable clothing and protection is used for weather, sun, or insects
Clothing must meet requirements of club or competition

PHYSICAL ACTIVITY SAFETY CHECKLISTS

TRIATHLON

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

All injuries should be referred to appropriate medical personnel for treatment and rehabilitation

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

ULTIMATE

Ultimate (also commonly called ultimate frisbee) is a non-contact, competitive team sport played by two teams of seven players using a 175-gram flying disc on a field similar to a football/soccer field, but about half the width. The object of the game is to score points by passing the disc to a player in the opposing end zone.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a National Coaching Certification Program trained/certified coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in ultimate

Safety rules and game etiquette are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction and then **in-the-area supervision**

Safety rules and procedures are enforced

Individual responsible for first aid is present for the entire session

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

ULTIMATE

Facility/Environment

Local weather conditions, forecast, and windchill are checked prior to outdoor session
Activity area is free of hazards/debris and level; providing good footing
Activity area is clearly marked with adequate out-of-bounds areas
Proper lighting and ventilation, when applicable, are provided
Instructions for use of facility are posted
Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition
Discs are checked for damage prior to each use
First aid kit and phone are available

Clothing/Footwear

Appropriate footwear is worn
Laces are tied and open-toed shoes are avoided
Jewelry is removed or secured when safety is a concern
Eyewear is removed or secured
Appropriate clothing is worn (t-shirt and shorts are best), permitting unrestricted movement
Clothing must meet requirements of club or competition
Suitable protection is used against heat, cold, sun, or insects

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

VOLLEYBALL

Volleyball is a team sport in which two teams of six active players, separated by a high net, each try to score points against one another by grounding a ball on the other team's court.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a National Coaching Certification Program trained/certified Volleyball coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in volleyball

Safety rules (e.g., do not climb standards) and etiquette of the game are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction and then **in-the-area supervision**

Supervisor monitors the setting up and taking down of the net (i.e., on-site supervision) and checks net prior to start of activity

Safety rules and procedures are enforced

Individual responsible for first aid is present

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

VOLLEYBALL

Facility/Environment

- Local weather conditions, forecast, and windchill are checked prior to outdoor session
- Activity area is free of hazards/debris
- Surface provides good footing
- Activity area is clearly marked with adequate out-of-bounds areas
- Proper lighting and ventilation, when applicable, are provided
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Volleyball standards, antennae, and nets are checked for damage prior to each use
- Students are instructed on how to set up and take down the net
- Balls are inflated to proper pressure and are free of deformities
- First aid kit and phone are available

Clothing/Footwear

- Appropriate footwear is worn
- Laces are tied and open-toed shoes are avoided
- Knee pads are worn as required
- Jewelry removed safety is a concern
- Eyewear is removed or secured
- Appropriate clothing is worn (t-shirt and shorts are best), permitting unrestricted movement
- Clothing must meet requirements of club or competition
- For outdoor sessions suitable protection is used against heat, cold, sun, or insects

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

WALKING

Walking is the most popular form of exercise and contributes to cardio-respiratory fitness.

Risk Factor Rating

1

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an experienced walker capable of organizing a walking program as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in walking (indoors and outdoors)

Basic safety during training (including road safety) is learned prior to participation

Skills/movements are learned in proper progression

Instructor monitors weekly training load (distance) of students; this can best be done through a training log/journal

Length of walks must be appropriate for the age and fitness level of the student

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **in-the-area supervision** or **no supervision**

As some training sessions will be conducted by the students on their own, they are encouraged to walk in pairs

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

WALKING

Facility/Environment

Local weather conditions, forecast, and windchill are checked prior to outdoor session
Route is relatively free of debris and obstructions
Walking surface is level and provides suitable footing
Traffic is avoided as permitted
Routes that put walkers at personal risk are avoided

Equipment

Equipment to be used is suitable and in good condition
Portable media players (such as an MP3 player) are discouraged as they may cause distractions from traffic and other hazards
Treadmills used for walking indoors are regularly inspected by qualified personnel
First aid kit and phone are available

Clothing/Footwear

Appropriate walking shoes are worn
Laces are tied and open-toed shoes are avoided
Jewelry is removed or secured when safety is a concern
Appropriate clothing is worn, permitting unrestricted movement
Clothing provides protection from weather, sun, or insects as required

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
All injuries should be referred to appropriate medical personnel for treatment and rehabilitation
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

WATER POLO

Water polo is a team water sport combining swimming and handball. It involves two teams of seven (six field players and one goalkeeper) who try to score by throwing an inflated rubber ball into the opponent's net.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Water Polo Canada coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in water polo

Safety rules regarding the game of water polo and emergency procedures, as well as proper conduct on the deck, are learned prior to participation

Students are assessed for swimming ability of prior to start of program

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision**

Supervisor with lifeguard qualifications is present

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

WATER POLO

Facility/Environment

- Local weather conditions, forecast, and windchill are checked prior to outdoor session
- Activity area is free of hazards/debris
- Deck of pool is free of obstacles
- Proper lighting and ventilation, when applicable, are provided
- Safety rules/regulations are posted
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked

Equipment

- Equipment to be used is suitable and in good condition
- Goals are checked prior to each use to ensure they are securely anchored
- Balls are properly inflated
- Emergency rescue equipment is readily available
- First aid kit and phone are available

Clothing/Footwear

- Appropriate bathing suit is worn

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

WEIGHTLIFTING

Weightlifting is a sport in which competitors attempt to lift heavy weights mounted on barbells.

Risk Factor Rating

3

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified National Coaching Certification Program/Canadian Weightlifting Federation coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in weightlifting

Proper lifting techniques, safety precautions (e.g., check that plates are secure before lifting) and routines (e.g., putting weights away when finished) are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Students must demonstrate competency of skill/fitness prior to lifting in competition

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction and **in-the-area supervision** during training sessions

Supervisor ensures adequately trained spotters are present

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

WEIGHTLIFTING

Facility

- Activity area is free of hazards/debris and the floor must offer sufficient traction
- Activity area is clearly marked
- Non-lifters have a designated area
- Proper lighting and ventilation, when applicable, are provided
- Instructions for use of facility are posted
- Emergency exit of indoor facility is clearly marked
- Facility is locked when not supervised

Equipment

- Equipment to be used is suitable and in good condition
- Equipment is checked prior to use; damaged equipment is repaired or replaced
- First aid kit and phone are available

Clothing/Footwear

- Appropriate footwear is worn
- Laces are tied and open-toed shoes are avoided
- Jewelry is removed or secured when safety is a concern
- Appropriate clothing is worn (t-shirt and shorts are best), permitting unrestricted movement
- Clothing must meet requirements of club or competition

Other Considerations

- The student has completed a regular medical checkup and a medical history prior to starting the program
- The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
- Registration in an accident insurance plan is encouraged
- Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
- The activity is suitable to the student's age, ability, mental condition, and physical condition
- The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
- The student's choice of this activity as part of the OUT-of-class component of the physical education/health education teacher course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

WEIGHT TRAINING (STRENGTH/RESISTANCE)

Weight training, sometimes referred to as weight lifting or strength/resistance training, is a group of exercises usually involving weights, or some other form of resistance, designed to improving an individual's strength.

Risk Factor Rating

3

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from an instructor certified by the Manitoba Fitness Council or from an experienced instructor capable of demonstrating competencies of a certified instructor as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in weight training

Safe weight/strength training (including spotting techniques) techniques and procedures are learned prior to participation

Skills/movements are learned in proper progression

Students demonstrate competency of skill/fitness prior to progression; training sessions are monitored and adjusted to meet needs

Each session is conducted with an appropriate warm-up and cool-down

Drinking water is available and consumed as needed

Program adheres to basic fitness and training principles

PHYSICAL ACTIVITY SAFETY CHECKLISTS

WEIGHT TRAINING (STRENGTH/RESISTANCE)

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction and **in-the-area supervision** during training sessions

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

Weight-training area is locked when not supervised

Facility

Activity area is free of hazards/debris

Adequate space is provided between stations

Floor provides adequate traction

Proper lighting and ventilation, when applicable, are provided

Safety rules/regulations are posted

Instructions for use of facility are posted

Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition

Equipment is checked regularly

Instructions are given regarding the proper maintenance/storage of equipment

First aid kit and phone are available

Clothing/Footwear

Appropriate footwear is worn

Laces are tied and open-toed shoes are avoided

Jewelry is removed or secured when safety is a concern

Appropriate clothing is worn (t-shirt and shorts are best), permitting unrestricted movement

Clothing must meet requirement of the club

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

WINDSURFING/SAILBOARDING

Windsurfing/sailboarding is a surface water sport using a windsurf board, also commonly called a sailboard, usually two to five metres long and powered by a single sail.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies*

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is provided by a certified National Coaching Certification Program/Canadian Yachting Association coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks of windsurfing/sailboarding

Safe sailing rules/skills including emergency procedures and self rescue skills (e.g., hand paddle) are learned prior to participation

Skills/movements are learned in proper progression

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Instruction starts with a classroom session ensuring students have the necessary knowledge base before going on the water

Swimming skills are assessed prior to going on the water

Weather/water conditions are appropriate for student's development/capabilities

* See camping checklists for safety information when camping overnight.

PHYSICAL ACTIVITY SAFETY CHECKLISTS

WINDSURFING/SAILBOARDING

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision:
constant visual supervision during instruction and **on-site supervision** once basic competencies are demonstrated
Supervisor with lifeguard rating is present
Safety rules and procedures are enforced
Emergency action plan is in place to deal with accidents/injuries
Instructor/supervisor has list of all students and instructors on the water
Rescue boat and vehicle is available for supervisor

Equipment

Equipment to be used is suitable and in good condition
Sailboards are checked for damage prior to each use; damaged boards must be repaired or replaced
One (1) properly fitted lifejacket (Personal Flotation Device or PFD) with a whistle attached is used by each student and instructor
Board is capable of being de-rigged while it is afloat
Boarder is tethered to board
First aid kit and phone are readily accessible

Facility/Environment

Local weather conditions, forecast, and windchill are checked prior to outdoor session
Water is checked for hazardous rocks and strong currents prior to session
Activity area is free of hazards/debris
Activity area is clearly marked and no areas have visual obstructions
Safety rules/regulations are posted
Instructions for use of facility are posted
Water is above 15 degrees Celsius

Clothing/Footwear

Shoes with a non-slip sole are worn
Suitable swimwear is worn
Water bottle, sunscreen, and hat are used
Jewelry is removed or secured when safety is a concern
Eyewear is removed or secured
Wetsuits are considered given the season (spring or fall) and the expected repeated dippings

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

WRESTLING (FREESTYLE OR GRECO-ROMAN)

Wrestling is the act of physical engagement between two unarmed persons, in which each wrestler strives to control or to get an advantage over his opponent.

Risk Factor Rating

4

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a certified National Coaching Certification Program/Wrestling Canada coach, or an experienced coach capable of demonstrating competencies of a certified coach as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in wrestling

Safety techniques and rules are learned prior to participation

Skills/movements are learned in proper progression

Students demonstrate competency of skill/fitness prior to competition

Difficulty of drill is appropriate for student's development/capabilities

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Instructor matches students by size and abilities

Students are checked for infections

PHYSICAL ACTIVITY SAFETY CHECKLISTS

WRESTLING (FREESTYLE OR GRECO-ROMAN)

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision:

constant visual supervision

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

Individual responsible for first aid is present for the duration of the session

Facility

Activity area is free of hazards/debris and must provide good traction

Activity area is clearly marked with adequate out-of-bounds areas

Proper lighting and ventilation, when applicable, are provided

Safety rules/regulations are posted

Instructions for use of facility are posted

Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition

Mats are cleaned and checked for damage prior to use

Mats are securely attached together

First aid kit and phone are available

Clothing/Footwear

Appropriate footwear is worn

Laces are tied and open-toed shoes are avoided

Jewelry must be removed

Appropriate clothing is worn (t-shirt and shorts are best), permitting unrestricted movement

Ear guards are worn as required

Clothing must meet requirements of club or competition

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program

The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program

Registration in an accident insurance plan is encouraged

Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional

The activity is suitable to the student's age, ability, mental condition, and physical condition

The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate

The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

PHYSICAL ACTIVITY SAFETY CHECKLISTS

YOGA

Yoga is a group of ancient spiritual practices from India, often thought of as disciplines of asceticism and meditation. Outside India, where there is a strong emphasis on individualism, yoga has become primarily associated with the health benefits of the practice of asanas (postures) of Hatha Yoga.

Risk Factor Rating

2

General Learning Outcome

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

Risk Management Strategies

Safety information and recommendations contained in this safety checklist are believed to reflect best practice to reduce risk. The suggested risk management strategies are considered minimum standards for physical activity in an organized or formal setting. They may not apply to all situations (e.g., home-based, recreational, or modified activities), and more stringent safety standards may be applied by instructors/coaches/program leaders of OUT-of-class physical activities in organized programs.

Instruction

Note: The amount and level of instruction/directions required by the student may vary based on circumstances such as the student's personal experience, skill level, and physical condition. The use of media resources, such as books and instructional videos, may replace direct instruction if deemed appropriate and safe.

Instruction is received from a trained/certified yoga instructor or a yoga practitioner capable of demonstrating the competencies required for certification as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill

All sessions are conducted in a safe environment, with students being aware of the potential risks involved in yoga

Safety rules and procedures are learned prior to participation

Skills/movements are learned in proper progression

Program adheres to basic fitness and training principles

Each session is conducted with a proper warm-up, cool-down, and appropriate fitness work

Drinking water is available and consumed as needed

Supervision

Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.

Recommended level of supervision: **on-site supervision** during initial instruction

Safety rules and procedures are enforced

Emergency action plan is in place to deal with accidents/injuries

PHYSICAL ACTIVITY SAFETY CHECKLISTS

YOGA

Facility

Activity area is free of hazards/debris
Proper lighting and ventilation, when applicable, are provided
Instructions for use of facility are posted
Emergency exit of indoor facility is clearly marked

Equipment

Equipment to be used is suitable and in good condition
Mats are cleaned regularly
Instructions are given regarding the proper maintenance/storage of equipment
First aid kit and phone are available

Clothing/Footwear

Classes are conducted in bare feet, unless otherwise instructed
Jewelry is removed or secured when safety is a concern
Appropriate clothing is worn, permitting unrestricted movement
Clothing must meet requirement of the club

Other Considerations

The student has completed a regular medical checkup and a medical history prior to starting the program
The student has submitted the signed Parent Declaration and Consent & Student Declaration Form (student under 18) or Student Declaration Form (student 18 and over) prior to beginning the program
Registration in an accident insurance plan is encouraged
Students who suffer an injury are referred to appropriate medical personnel for treatment and rehabilitation, and should not return to training until cleared by a qualified medical professional
The activity is suitable to the student's age, ability, mental condition, and physical condition
The student demonstrates self-control at all times and avoids any behaviour deemed inappropriate
The student's choice of this activity as part of the OUT-of-class component of the physical education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher



OUT-OF-CLASS SAFETY HANDBOOK

Appendix F

Glossary of Terms

GLOSSARY OF TERMS

The following definitions of key terms in this document are provided to ensure clarity and understanding.

IN

IN refers to IN-class instructional time that is teacher-directed and based on learning outcomes from the curriculum. This class time is timetabled as part of the instructional day and students are required to attend.

OUT

OUT refers to OUT-of-class time that is student-directed and based on learning outcomes from the curriculum that promote participation in physical activity. The OUT-of-class delivery option will require teacher/parent/guardian sign-off. The OUT-of-class time may include physical activities that occur

- in school with teacher supervision (e.g., intramurals, interschool sports, fitness workouts) but not during instructional class time
- outside of the school or off school property, and without direct supervision by a certified teacher or other person employed by or under contract with a school division

Teacher-directed

Teacher-directed refers to the scheduled instructional time organized and taught by a certified teacher.

Student-directed

Student-directed refers to the time when the student takes responsibility for achieving the learning outcomes through a Physical Activity Practicum approved by the parent/guardian and teacher. Time spent engaging in physical activity as part of employment for remuneration does not qualify.

Risk management

Risk management is the process of identifying inherent or potential risks involved with any activity and then identifying strategies to minimize the risk of injury during participation in that activity.

Physical activity

Physical activity means all forms of large-muscle movement, including sports, dance, games, walking, and exercise for fitness and physical well-being. It may also include physical therapy or mobility training for students with special needs.

Physical Activity Practicum

Physical Activity Practicum is programming that students choose with teacher guidance to address health-related fitness components over a period of time with a primary emphasis on cardiovascular-respiratory endurance. Eligible practicum physical activities, particularly for the student-directed OUT-of-class time, must

- contain a minimum of 55 hours of moderate to vigorous physical activity that contributes to cardio-respiratory endurance (heart, lungs, circulatory system) plus one or more of the health-related fitness components (muscular strength, muscular endurance, and flexibility)
- be safe, ethical, and age/developmentally appropriate
- address risk management measures based on *Safety Guidelines for Physical Activity in Manitoba Schools* and *YouthSafe Manitoba: School Field Trip Guide*, and require special parental permission

Moderate activities

Moderate activities are physical activities that cause breathing and heart rate to increase. People engaging in moderate activities can hear themselves breathe but they can still talk. Examples of moderate activities include brisk walking, bicycling (less than 15 km/hour), skateboarding, shooting baskets, and curling.

Vigorous activities

Vigorous activities are physical activities that cause breathing and heart rate to increase to a higher level whereby it would be difficult to talk. Examples include jogging, swimming, jumping jacks, sports that involve running, tobogganing, shoveling snow, and walking through deep snow.

Pre- and Post-sign-off

Pre- and Post-sign-off refers to the sign-off process required for the student-directed option prior to implementing the Physical Activity Practicum and upon its completion. This process involves teachers, students, parents/guardians, and/or supervising adult(s). The purpose of the Pre-Sign-off Form is to ensure the student/parent/guardian has chosen physical activity that is safe and appropriate to meet the learning outcomes. The purpose of the Post-Sign-off Form is to provide the documentation or evidence that the student met the requirements of the Physical Activity Practicum.

School-based activities

School-based activities that may be selected for the OUT-of-class component of PE/HE are organized by the school/division and include sports teams, intramurals, clubs, field trip, and others.

Non-school-based activities

Non-school-based activities are home-, community- or independently based activities that are not directly organized by the school or school division, such as community sports, classes and clubs, and exercising at home.

Liability

Liability is the legal responsibility for one's actions or for one's failure to act. A person or other entity that fails to meet this responsibility is vulnerable to be sued (i.e., be a defendant) in a lawsuit from a body that feels somehow wronged by this failure to act (i.e., a plaintiff). The plaintiff must prove the legal liability of the defendant in order to receive a court order for the defendant to pay damages or to otherwise remedy the situation (such as by fulfilling the terms of a contract). To prove liability the plaintiff must present evidence that the defendant had a responsibility to act, failed to fulfill that responsibility, and caused damages to the plaintiff as a result of this failure.

Negligence

Negligence is a breach of the legal duty to take care which results in harm or injury, undesired by the person who is negligent, to the person who is harmed or injured.



OUT-OF-CLASS SAFETY
HANDBOOK

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Activity Level

Code for Type

ID- Individual Dual Sport

TS- Team Sport

RG- Rhythmic Gymnastic type activities

FIT- Fitness Activities

AP- Alternative Pursuits

AL- Active Living Activities

Code for Risk

1 – Little or no qualified instruction or adult supervision required, few safety considerations

2 – Safety considerations and qualified instruction recommended, little or no adult supervision

3 – Higher safety considerations, qualified instruction required and adult supervision recommended

4 – High safety concerns, qualified instruction and adult supervision required

Interest	All Activities	Type	Cardio	M. Str.	M. End.	Flex.	Risk
	Aerobics - Dance	FIT	✓		✓	✓	2
	Aerobics - Step	FIT	✓		✓	✓	2
	Aerobics - Water	FIT	✓		✓	✓	4
	Aikido	CO	✓	✓	✓	✓	4
	Archery	TG		✓			4
	Backpacking	AP	✓	✓	✓		3
	Badminton	NW	✓		✓	✓	2
	Bandy	IT	✓		✓		3
	Baseball	SF		✓	✓	✓	3
	Basketball	IT	✓	✓	✓	✓	2
	Bicycling - BMX	AP	✓	✓	✓		3
	Bicycling - Cyclocross	AP	✓	✓	✓		3
	Bicycling - Mountain Biking	AP	✓	✓	✓		3
	Bicycling - Recreational	AL	✓	✓	✓		2
	Bicycling - Road Racing	AP	✓	✓	✓		3

Bicycling - Track Racing	AP	✓	✓	✓		3
Bocce	TG				✓	1
Bowling	TG				✓	1
Boxing	CO	✓	✓	✓		4
Callisthenics	FIT		✓	✓	✓	1
Canoeing/Kayaking	AP	✓	✓	✓		4
Catch	AL			✓	✓	1
Cheerleading	RG	✓	✓	✓	✓	4
Circuit Training	FIT	✓	✓	✓	✓	2
Cricket	SF		✓	✓	✓	3
Croquet	TG			✓		1
Curling	TG			✓	✓	2
Dance - Ballet	RG	✓	✓	✓	✓	3
Dancing - Ballroom	RG	✓		✓		1
Dancing - Folk	RG	✓		✓		1
Dancing - Hip Hop	RG	✓		✓		1
Dancing - Hoop	RG	✓		✓		1
Dancing - Line	RG	✓		✓		1
Dancing - Square	RG	✓		✓		1
Dancing - Tap	RG	✓		✓		1
Diving	RG				✓	4
Dodging Games	FIT	✓	✓	✓		4
Fencing	CO	✓		✓	✓	4
Field - Jumps	FIT		✓		✓	3
Field - Throws	FIT		✓		✓	4
Figure Skating	RG	✓		✓	✓	3
Flag Football	IT	✓	✓	✓	✓	2
Football - tackle	IT		✓	✓	✓	4
Frisbee	AL			✓		1
Geocaching	AP	✓	✓	✓		4
Goal ball	IT			✓	✓	4

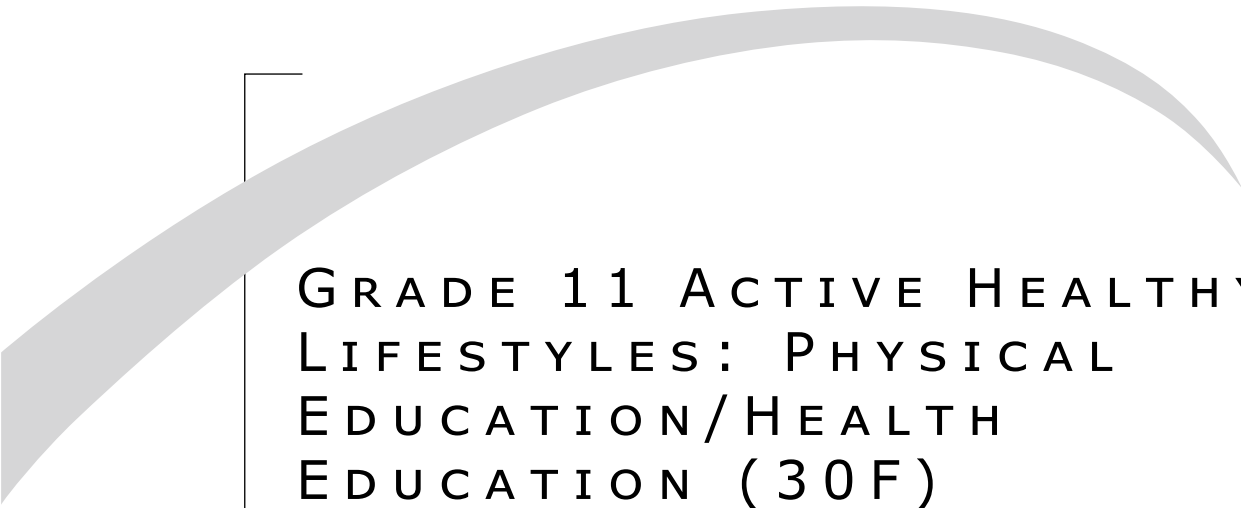
Golf	TG		✓	✓	✓	2
Gymnastics - Artistic	RG		✓	✓	✓	4
Hockey Sack	AL			✓	✓	1
Handball	NW	✓	✓	✓	✓	1
Hiking	AP	✓		✓		2
Hockey - Field	IT	✓	✓	✓	✓	3
Hockey - Floor	IT	✓		✓	✓	3
Hockey - Ice	IT	✓	✓	✓	✓	4
Hockey - Inline	IT	✓	✓	✓	✓	4
Hockey - Road	IT	✓	✓	✓	✓	2
Hockey - Shinny	IT	✓	✓	✓	✓	2
Horseback Riding	AP		✓	✓		4
Household chores	AL		✓	✓	✓	1
Jogging	FIT	✓	✓	✓		1
Judo	CO	✓	✓	✓	✓	4
Jump Rope	FIT	✓		✓		1
Karate	CO	✓	✓	✓	✓	4
Kickball	AL			✓		1
Kickboxing	CO	✓	✓	✓	✓	4
Lacrosse - Box	IT	✓	✓	✓	✓	4
Lacrosse - Field	IT	✓	✓	✓	✓	4
Lacrosse - Soft	IT	✓	✓	✓	✓	2
Orienteering	AP	✓		✓		2
Paddleball	NW	✓		✓		2
Participating in PE class	FIT	✓	✓	✓	✓	4
Pilates	FIT		✓	✓	✓	2
Qigong	EP		✓	✓		2
Racquetball	NW	✓	✓	✓	✓	2
Rhythmic Gymnastics	RG	✓		✓	✓	2
Ringette	IT	✓	✓	✓	✓	4
Rock Climbing	AP		✓	✓	✓	4

	Rowing - ergometer	FIT	✓		✓		2
	Rowing - water	FIT	✓	✓	✓		4
	Rugby	IT	✓	✓	✓	✓	4
	Sailing	AP		✓	✓		4
	Scuba Diving	AP			✓		4
	Sepak Takraw	NW	✓	✓	✓	✓	2
	Shooting - Skeet	TG			✓		4
	Shooting - Target	TG			✓		4
	Skateboarding	AL	✓		✓		2
	Skating - Ice	AL	✓	✓	✓		2
	Skating - Inline	AL	✓	✓	✓		2
	Skating - Roller	AL	✓	✓	✓		2
	Skiing - Alpine	AP	✓	✓	✓		3
	Skiing - Cross-country	AP	✓		✓		2
	Skiing - Water	AP		✓	✓		4
	Snorkeling	AP			✓		4
	Snowboarding	AP	✓	✓	✓		3
	Snowshoeing	AP	✓		✓		2
	Soccer	IT	✓	✓	✓	✓	2
	Softball	SF		✓	✓	✓	2
	Speedskating	AP	✓	✓	✓	✓	3
	Spinning	FIT	✓	✓	✓		1
	Squash	NW	✓	✓	✓	✓	2
	Stretch Banding	FIT		✓	✓	✓	1
	Stretching	FIT				✓	1
	Swimming	FIT	✓	✓	✓	✓	4
	T'ai Chi	EP			✓	✓	1
	Table Tennis	NW	✓		✓		2
	Tae Bo	FIT	✓	✓	✓	✓	2
	Taekwondo	CO	✓	✓	✓	✓	4
	Tchoukball	IT	✓	✓	✓	✓	2

	Team Handball	IT	✓	✓	✓	✓	2
	Tennis	NW	✓	✓	✓	✓	2
	Tobogganing	AP	✓		✓		2
	Track - Long Distance	FIT	✓		✓	✓	2
	Track - Middle Distance	FIT	✓		✓	✓	2
	Track - Sprints	FIT	✓	✓	✓	✓	2
	Tumbling	RG		✓	✓	✓	4
	Ultimate Frisbee	IT	✓	✓	✓	✓	2
	Volleyball	NW		✓	✓	✓	1
	Walking - Briskly	AL	✓		✓		1
	Wall Climbing	AP		✓	✓	✓	4
	Water Polo	IT	✓		✓		4
	Weightlifting	FIT		✓	✓	✓	3
	Windsurfing/sailboarding	AP		✓	✓		4
	Wrestling	CO	✓	✓	✓	✓	4
	Yoga	EP		✓	✓	✓	2

Light	Moderate	Vigorous
Archery	Badminton	Aerobics
Basketball - shooting baskets	Baseball	Basketball- game
Baton Twirling	Bicycling - moderate speed (16-22 km/h)	Bicycling - fast speed (>22 km/h)
Bicycling - leisurely speed (<16 km/h)	Calisthenics	Boxing/Kickboxing
Billiards	Canoeing - Moderate speed (6-10 km/h)	Canoeing - fast speed (>10 km/h)
Bowling	Children's Games	Circuit Training
Canoeing - leisurely speed (3-6 km/h)	Cricket	Cross Country Skiing - brisk speed (>8 km/h)
Croquet	Cross Country Skiing - leisurely to moderate speed (4-6 km/h)	Dancing - Fast
Curling	Dancing	Field Hockey
Darts	Downhill Skiing	Figure Skating
Diving	Fencing	Handball
Fishing	Foot Bag	Hockey
Frisbee	Hiking/Backpacking	Inline Skating
Gardening	Horseback Riding	Jai Alai
Gardening/Lawnmowing	Horseback Riding	Lacrosse
Golf	Hunting	Martial Arts
Gymnastics	Ice Skating	Mountain Climbing
Hang Gliding	Kayaking	Orienteering
Home Repair	Lifting/Hauling	Polo
Horseshoe Pitching	Marching	Racquetball
Household Tasks	Mountain Biking	Rock Climbing
Juggling	Paddleball	Roller Skating
Lawn Bowling	Pilates	Rope Jumping
Motor Cross	Raking Leaves	Rowing - fast speed (>10 km/h or > 150 Watts)
Rowing - leisurely speed (3-6 km/h or 50 Watts)	Rowing - moderate speed (6-10 km/h or 100 Watts)	Rugby
Sailing	Scuba Diving	Running - all speeds
Shuffleboard	Skateboarding	Ski Jumping
Skimobiling	Sledding	Snowboarding
Sky Diving	Snorkeling	Snowshoeing
Snowmobiling	Snow Shoveling	Soccer
Stationary Bike - Light Effort (100 Watts)	Softball	Squash
Stretching	Stairclimber	Stationary Bike - Hard Effort (200 Watts)
Table Tennis	Stationary Bike - Moderate Effort (150 Watts)	Swimming Laps
Tai Chi	Surfing	Synchronized Swimming
Trampoline	Swimming - Leisure (not laps)	Tennis
Trap & Skeet	Unicycling	Track & Field
Volleyball	Walking - brisk pace (>6 km/h)	Wallyball

Walking - pushing stroller with child	Walking - up stairs/hills	Water Polo
Walking - level surface, slow to moderate speed (<6 km/h)	Water Aerobics	
Wind Surfing	Water Jogging	
Yoga	Water Skiing	
	Weight Training	
	Whitewater Rafting	
	Wrestling	



GRADE 11 ACTIVE HEALTHY LIFESTYLES: PHYSICAL EDUCATION/HEALTH EDUCATION (30F)

Module 2

Fitness Management

This module contains the following:

- Introduction
- Lesson 1: Physical Activity for Optimal Health and Fitness
- Lesson 2: Changing Physical Activity Behaviour
- Lesson 3: Understanding Your Personal Motivation for Physical Activity
- Lesson 4: Addressing Barriers to Physical Activity
- Lesson 5: Making Physical Activity a Habit
- Lesson 6: Planning for Physical Fitness
- Lesson 7: Workout Guidelines
- Module 2 Learning Activity Answer Key
- Module 2 Assignments
 - Assignment 2.1: Module 2 Physical Activity Log
 - Assignment 2.2: Benefits of Your Physical Activity Choices
 - Assignment 2.3: Developing Split Routines for Resistance Training

MODULE 2: FITNESS MANAGEMENT

Introduction

Being active has many benefits, such as improved self-esteem, increased work capacity, and better pain tolerance. Of course, simply being aware of benefits and risks is not always enough to encourage people to adopt active lifestyles. Many people require a change in attitude, along with the motivation to practise new, active behaviours.

In Module 2 you will examine the specific benefits of physical activity, discuss the barriers that prevent people from keeping active, look at some ways to overcome those barriers, and learn how to stick to a physical activity program once started.

Assessment

When you have completed the assignments for Module 2, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Lesson	Assignment Number	Assignment Title
1	Assignment 2.1	Module 2 Physical Activity Log
	Assignment 2.2	Benefits of Your Physical Activity Choices
7	Assignment 2.3	Developing Split Routines for Resistance Training

Notes

LESSON 1: PHYSICAL ACTIVITY FOR OPTIMAL HEALTH AND FITNESS

Introduction

The many benefits you will gain from keeping physically active can include benefits for your physical fitness, your health, and your mental-emotional state. In this lesson you will learn how physical activity contributes to these three areas throughout a person's life, and you will reflect on how you are benefiting from your own Physical Activity Plan.

After completing this lesson, you will show an understanding of

- how physical activity contributes to fitness, health, and mental-emotional benefits
- the specific benefits associated with selected physical activities
- the benefits of physical activities at various stages in life

You will also be able to

- explain how physical activity contributes to your fitness, health, and mental-emotional state
- explain the benefits of physical activities at various stages of life
- identify the specific benefits associated with selected physical activities

Contacting Your Tutor/Marker



At this point in the course, you should have had a telephone conversation with your tutor/marker to discuss your Physical Activity Plan and your safety and risk-management measures for your selected physical activities. If you have not already telephoned your tutor/marker, please do so now. The name and phone number of your tutor/marker was provided to you on a Record of Progress Sheet that was mailed to you with the course package (on a separate white sheet). If you can't find it, contact the Distance Learning Unit at 1-800-465-9915.



Assignment 2.1: Module 2 Physical Activity Log

It is now time for you to begin recording the data from your Physical Activity Plan, using your Module 2 Physical Activity Log. The assignment details can be found at the end of this module. You will either mail or electronically submit the assignment to the Distance Learning Unit when you have completed Module 2.



Remember that you will be logging your physical activities throughout this course. So, once you have completed your Module 2 Physical Activity Log, start completing the Module 3 Physical Activity Log.

Benefits of Physical Activity

There are many benefits to regular physical activity, and you may have noticed some of them as you began to implement your Plan. You may have experienced a new boost in energy, improved flexibility, or opportunities to meet with friends and play some sports together. The benefits of physical activity typically fall under three categories: fitness benefits, health benefits, and mental-emotional benefits.

Fitness Benefits

When your body is forced to carry heavy loads, travel long distances, or move quickly, your organs work harder to supply the energy required for these activities. When you run for any length of time, your heart beats faster and your lungs breathe more rapidly. If you were to jog for half an hour every day, at first you might find it stressful and tiring; however, if you kept to a routine with your jogging, eventually your half-hour route would become much easier to complete, and you would feel comfortable jogging for longer stretches of time. When your body repeats a physical activity consistently, it adapts and grows stronger in handling the stress.

Fitness benefits resulting from regular physical activity include

- **increased heart function and endurance**, seen as a lower heart rate for a given activity and a lower resting heart rate
- **increased muscular strength**, seen as an ability to lift heavier loads or an increased ease in lifting lighter loads

- **increased muscular endurance**, seen as an ability to execute more repetitions without rest
- **increased bone strength**, seen as a decreased risk of fracture or injury
- **increased joint range of motion or flexibility**, seen as an ability to reach or to move into body positions impossible to attain previously
- **increased physical work capacity**, seen as an ability to complete more work in a single bout (e.g., shovelling a driveway with lower risk of injury or adverse effect)
- **improved body composition** (more muscle, stronger bones, and less body fat)

Health Benefits

Regular physical activity and exercise is said to bring a **systemic** (or system-wide) improvement to your body, strengthening your cardiovascular and respiratory systems, as well as your muscular, skeletal, and nervous systems. In fact, regular physical activity can reduce the risk of many diseases and conditions, including

- heart attacks and strokes
- colon, lung, breast, and prostate cancer
- high cholesterol
- high blood pressure (hypertension)
- type 2 diabetes
- osteoporosis (reduced bone density)
- arthritis
- depression
- sleep apnea

Regular physical activity can also improve your everyday health by increasing your pain tolerance, strengthening your immune system, and improving your posture and balance.

Mental-Emotional Benefits

Participating in physical activity provides opportunities to meet new people and to spend time with friends and family. It is an ideal means of relieving stress and frustration. By creating an exercise routine (such as your Plan), and making a commitment to follow it, you give yourself a perfect opportunity to work on your self-discipline and time-management skills.

Sports and other physical activities can help you to

- develop social skills such as sharing, taking turns, cooperating, and learning about winning and losing
- develop physical skills (e.g., coordination, posture, balance), locomotor skills (e.g., running), and manipulation skills (e.g., using a racquet or a hockey stick), which contribute to a person's self-efficacy
- develop a sense of belonging (when doing things with others, either in casual or organized activities and sports)
- develop relationships with family and friends through shared activity
- achieve academically in school
- develop increased self-discipline, greater self-esteem, and a healthier body image
- prevent or control risky behaviours, such as substance use, unhealthy diets, or violence
- increase opportunities to take on leadership roles, deal with adversity, and learn time-management skills.



Assignment 2.2: Benefits of Your Physical Activity Choices

You have just learned about the three categories of physical activity benefits. For this assignment, you will write a one-page response (maximum) explaining how you are benefitting from the Physical Activity Plan you created. The assignment details can be found at the end of this module.

Summary

Participating in physical activity will improve your fitness and your health, and can even benefit your mental-emotional health. It can be difficult, however, to make a commitment to a Physical Activity Plan. The next lesson will provide some guidelines for approaching (and sticking to) any major life decision.

LESSON 2: CHANGING PHYSICAL ACTIVITY BEHAVIOUR

Introduction

In this lesson you will learn about the Stages of Change model, which has been used to help people adopt new, healthy behaviours and to reconsider unhealthy habits. You will examine this model from the perspective of planning a routine of physical activity, but it can be useful to you in all sorts of decision-making scenarios.

After completing this lesson, you will show an understanding of

- how people progress along a continuum known as the Stages of Change when changing their behaviour
- how each stage of change is associated with specific characteristics
- how to help individuals adopt healthy behaviours, depending on where they are on the Stages of Change continuum

You will also be able to

- examine the factors that have an impact on how physical activity plans are developed, as well as the factors that affect commitment to an activity plan
- examine and evaluate factors that affect fitness and activity choices

Five Stages of Change

Changing an attitude or a behaviour is a process that requires time, and everyone is at a different stage of readiness to change. The Stages of Change model (as outlined by Prochaska, Norcross, and DiClemente) helps identify where people are along the process of change, and has been used by doctors and therapists to help patients overcome problem behaviours such as substance addictions and eating disorders. Once identified, specific assistance can be provided.

The Stages of Change model consists of the following five stages:

1. Pre-contemplation

Contemplation means thinking. People in this stage are not thinking about changing their behaviour, and are not aware that they have a problem.

Example: Damian has a desk job at a large company. At home, he mostly watches TV without moving around or exercising much. Damian is happy with his life.

2. Contemplation

People in this stage have thought about their problem and can identify it, and have devoted some thought to changing.

Example: On visiting his doctor, Damian was shocked to find how much weight he had gained. He has been feeling out of breath lately, and wonders if he should do something to stay active.

3. Preparation/Decision

People in this stage have begun the process of change by examining their possibilities and options.

Example: Damian researches some local gyms, learning about their membership rates and features. He also begins keeping a list of all the meals he prepares, to reflect on what he is eating.

4. Action

People in this stage have taken steps to overcome their problem by modifying their behaviour, attitude, or environment. This stage is the point of change and requires some commitment of time and energy.

Example: Damian signs up for a gym membership and decides he will work out every Monday, Wednesday, and Friday after work. He also decides to cut down on the junk food in his diet.

5. Maintenance

People in this stage enjoy a life in which they practise a new behaviour and lifestyle. At the same time, they must work to prevent a relapse to an earlier stage.

Example: After two months of working out at the gym, Damian is full of energy and feels better than ever. Still, he knows he has to be careful about what he eats, and often has to turn down invitations to eat out at fast food restaurants to avoid gaining weight.

In the following learning activity, you will have the chance to reflect on how a person can change his or her behaviour. Make sure you complete it carefully, because it might help you to complete your assignments or your final examination.



Learning Activity 2.1: Changing Behaviour

Think of a behaviour, habit, or lifestyle that a person might wish to change. In your own words, describe the actions and thoughts of that person at each of the five stages in the Stages of Change model.



When you have finished this learning activity, check the Learning Activity Answer Key at the end of this module.

The Process of Change

The process of change depends on your outward behaviour (modifying problematic activities and actions), as well as on two cognitive (mental) factors:

- **Motivation:** Your state of readiness or eagerness to change, which may fluctuate depending on personal circumstances and surroundings.
- **Self-esteem:** Your ability to see yourself as capable of coping with life's challenges, and to be deserving of happiness.

Successful approaches to the change process should focus on moving one stage at a time. Below are some suggested strategies for climbing the stages of change.

1. Pre-contemplation

- Learn about the risks of an inactive lifestyle, as well as the benefits of keeping active.
- Talk to people about your concerns; they maybe able to give you suggestions or support.

2. Contemplation

- Make a list of the reasons why you have been inactive so far (e.g., money, time, effort).
- Consider what you need to plan around or change on that list.

3. Preparation/Decision

- Set your goals and create a plan of action.
- Try to set performance-based goals that you can maintain or continually improve upon (e.g., always perform an activity X times).
- Anticipate interferences in your plan and work around them (e.g., weather, holidays, heavy workload at school).

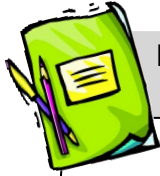
4. Action

- Fine-tune your goals using the SMART (specific, measurable, attainable, realistic, and time framed) goal approach.
- Keep a written record of your performance.


5. Maintenance

- Explore new activities or sports to add to your physical activity repertoire.
- Find a friend or community group with an interest in your physical activities. It will be easier to keep doing your activities with the support of others.

You have just learned about the Stages of Change model and reviewed some strategies for moving from one stage to another. In the following learning activity, you will apply one of those strategies to your own life. Do this learning activity carefully, because it will help you reach the goals that you have set for yourself.



Learning Activity 2.2: Strategies to Advance in the Stages of Change

1. Read the following five statements and choose the one that best describes your current situation. Be as frank as possible. Discuss it with your learning partner so that you arrive at an honest conclusion. 
 - A. I am not physically active and I do not plan on becoming so in the next six months.
 - B. I am not physically active, but I recognize I am inactive and have thought about changing.
 - C. I am physically active once in a while, but have been thinking about specific physical activities in which I would like to begin participating in the near future.
 - D. I take part in physical activity most days of the week, but have only begun to do so within the last six months.
 - E. I participate in physical activity on a daily basis and have continued to do so for more than six months.
2. Match your response with the corresponding Stage of Change:
 - A = Pre-contemplation
 - B = Contemplation
 - C = Preparation/Decision
 - D = Action
 - E = Maintenance
3. Describe two strategies you could use to advance yourself to the next stage of change. If you are at the maintenance stage, explain two strategies that could help you to maintain your position. Refer to the Stages of Change information from the lesson. Ask your learning partner how he or she has advanced to the next level of change.

When you have finished this learning activity, check the Learning Activity Answer Key at the end of this module.

Summary

The Stages of Change model outlines five stages individuals go through when they have made a commitment to change. Any plan for change should be tailored to the individual, according to where he or she is in the change process.

Notes

LESSON 3: UNDERSTANDING YOUR PERSONAL MOTIVATION FOR PHYSICAL ACTIVITY

Introduction

What motivates a person to change? In this lesson you will learn about intrinsic and extrinsic motivation to change, and examine your own physical activity motivation.

After completing this lesson, you will show an understanding of

- the two types of motivation: intrinsic and extrinsic
- the motivational factors affecting physical activity participation
- how awareness helps to strengthen, regulate, or change a person's behaviour

You will also be able to

- examine the factors that have an impact on how physical activity plans are developed, as well as the factors that affect commitment to an activity plan
- examine and evaluate factors that affect fitness and activity choices

Understanding Motivation

Both intrinsic and extrinsic motivation are important to consider when attempting to achieve or maintain an active, healthy lifestyle:

- **Intrinsic motivation** (also known as **self-motivation**): You are intrinsically motivated when you choose to take action of your own will, accomplishing something because it is fun, satisfying, or the right thing to do. A person's hobbies (e.g., reading, drawing, playing a certain sport or instrument) are usually intrinsically motivated.
- **Extrinsic motivation**: A person is under extrinsic motivation when behaviour is driven by outside rewards or punishments. For example, you may dislike your job but still find yourself motivated to work hard when your manager promises you a raise, or threatens to fire you and cut off your income.

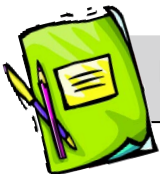
Which Motivation Is Best?

Both intrinsic motivation and extrinsic motivation are quite effective. Consider shopping: Whenever clothing stores, gasoline stations, or supermarkets offer special coupons or discounts to their customers, they are offering an extrinsic motivation (a reward) for buying their products. On the downside, customers may lose interest in a particular store once a sale has ended. Maintaining extrinsic motivation requires a continuous system of rewards or punishments.

Self-motivation is generally a much stronger and longer lasting drive than extrinsic motivation since individuals will inspire themselves toward action. Extrinsic motivation may be a good starting point for change, but intrinsic motivation will keep a person in action far longer.

In terms of physical activity, you may find it helpful at first to keep yourself motivated with rewards or goals (e.g., “I won’t watch TV until I finish my daily exercises.” or “I want to be able to swim 20 laps of the pool without stopping.”). As you carry out your physical activity practicum, you may find that the benefits and opportunities your Physical Activity Plan provides are sufficient to keep you motivated.

The following learning activity will help you put into practice what you have just learned.



Learning Activity 2.3: Types of Motivation

Read the following stories or mini-biographies and decide whether each individual is demonstrating intrinsic or extrinsic motivation for his or her behaviour in an exercise context. Be sure to give reasons for your choices.

When you have finished this learning activity, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.

continued

Types of Motivation*

1. Paul

Paul is a recent high school graduate who has just reluctantly signed up for a workout program at his local gym. He passed his basic paramedic training, but two weeks ago he had to take a fitness test before he could proceed to the next stage. Unfortunately, he failed the test. He does not see himself as a sporty type and has never done much exercise except when he had to in his school days. After the fitness test, the station commander called him into his office and told him in no uncertain terms that if he fails to pass the test within three months he will be out. Paul is not too happy about it: "I really don't see why you have to be all that fit to be a paramedic. All right, the job can be physically demanding at times, lugging patients up and down stairs and things, but I think I am well capable of handling it as I am. I mean, it's not as if I'm training for the Olympics, is it? Still, I have no choice really but to do as I am told."

2. Hans

Hans is a civil engineer in his forties. He works out at a local gym a couple of times a week and is trying, fairly successfully, to go jogging regularly. He has two young children. Hans has a family history of heart disease and this has been weighing heavily on his mind in recent years. Although he was quite physically active in his youth, as an adult he did little exercise for many years until the children came along. He gave up smoking at around the same time.

Hans says: "My father, uncle, and grandfather all died of heart disease in their early sixties. I can't afford to let it happen to me, what with a wife and two kids to worry about. So, I exercise as much as I reasonably can. I can't say I particularly enjoy it, and I usually have to push myself to go, but if I feel like skipping a session, I just think about the kids and what would happen if I had a heart attack. That makes me feel really bad if I don't go, like I'm guilty of letting them down."

* Source: Markland, David. "The Behavioural Regulation in Exercise Questionnaire—The Theory." *Exercise Motivation Measurement*. 2007. www.bangor.ac.uk/~pes004/exercise_motivation/breq/theory.htm. Adapted with permission.

3. David

David had a hard time socially as a child and as an adolescent. He was timid, small, and skinny, and was frequently bullied. Although he liked sports in school, he never got the chance to participate outside of compulsory physical education lessons because the school coaches didn't consider him to be capable enough. He always looked up to his older brother, who was a competitive weightlifter and wrestler.

On graduating from high school a few years ago, David was taken to a gym a few times by his brother, and he also became interested in bodybuilding. He now trains hard and regularly and his social life has been transformed from his high school days. He has lots of friends, both male and female, and seems to others to be a very confident and self-assured young man. David says: "I hated it as a youngster, being smaller than everyone and never being taken seriously. Now I'm strong and, well, I think I look good and I'm proud of that. It's important to me to look fit and strong and to have a good physique. People give me respect and sort of look up to me now like they never did before. When I was a kid it was like I wanted to be someone else all the time. You know, to be like one of the bigger boys who was good at sports and popular and all that. Now it's other people who look at me and say to themselves, 'Hey, look at him, I wish I could look like that.' I would never have come to feel so good about myself it weren't for the bodybuilding."

4. Darlene

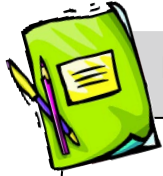
Darlene is a Grade 12 student who also works part time after school and on weekends. Despite her busy work schedule, she finds time to exercise for half an hour on most days, either in the school's fitness centre or at the local YMCA. Darlene feels it is absolutely vital for her to keep fit and sees this as an essential ingredient in the success of her future career: "For me, keeping fit is so important. It's tough, you know, making time to get to the gym every day. But in my last year at school, with the long hours, I have to keep as sharp as I can, and exercising regularly helps me to do that. I really don't think I would have gotten to where I am today without it."

5. Sheila

Sheila was a teacher but retrained a few years ago as a fitness instructor. She runs classes every evening and on weekends and also trains in the gym most days. She is highly committed to exercise and sees it as the centre point of her lifestyle: "For years, working as a teacher, I used to exercise as much as I possibly could but never felt I was doing enough. So that's why I gave up teaching and got into this new career. I know what you're thinking, but it's definitely not that I am addicted to exercise or obsessive about it or anything like that. It's just that, well, it's hard to explain, but being an exerciser, being a fit person, is a big part of who I am, if you see what I mean. If I had to stop tomorrow, it wouldn't exactly be the end of the world but it would mean that I'd have to do some serious thinking about my life and I'd find it difficult to readjust. It sounds silly, but it'd be a bit like losing my name or something. I wouldn't know who I was anymore."

6. Lenin

Lenin is a construction worker. He loves physical activity of all sorts. He usually plays basketball or racquetball once a week, and runs often (he takes part in his city's 10 km fun run every year). "I've always been into sport and exercise," he says. "It's not as if I'm really all that good at it. I mean, I never had any illusions about playing professionally or anything like that. It's just great to go out and kick a ball around or run in the park or whatever, have a laugh with your friends, and just forget about work and everything for a bit. I love it." When asked if he thinks exercising is good for your health, he says: "Well, yeah, I suppose it must be. But that's not what it's all about for me, to be honest. I don't worry too much about the future and all that, you know. I just like having a good time. I mean, if I started thinking like, 'Oh, this will stop me from getting a heart attack,' or whatever, I think it would end up being just like work. I'd hate to get all obsessed about it like some people. It wouldn't be any fun then, would it?"



Learning Activity 2.4: Your Physical Activity Biography

Using the mini-biographies from the previous learning activity as examples, write a biography of your own that describes your current physical activity situation. Your biography should be half a page in length. Show it to your learning partner, and get his or her feedback on it.



When you have finished your description, check the Learning Activity Answer Key at the end of this module.

Summary

Motivation can be intrinsic (self-motivated) or extrinsic (prompted by rewards or punishments). Both are effective means of keeping to a schedule, although intrinsic motivation is ultimately the longest-lasting method since it depends only on your own desire to complete a goal.

LESSON 4: ADDRESSING BARRIERS TO PHYSICAL ACTIVITY

Introduction

If you had to guess, how many Canadians would you say are physically active at the recommended levels? According to the Public Health Agency of Canada, “two-thirds of Canadians are inactive” (*Canada’s Physical Activity Guide to Healthy Active Living*). What keeps so many people from being active when there are so many benefits of physical activity? In this lesson your investigation into change and motivation will continue, this time focusing on barriers that cause people to give up their desire to change and improve.

After completing this lesson, you will show an understanding of

- the personal and environmental factors that keep people from participating in physical activity
- any specific obstacles that stand in the way of your own physical activity
- different strategies for overcoming obstacles to physical activity

You will also be able to

- examine factors that have an impact on how physical activity plans are developed, as well as factors that affect commitment to an activity plan
- examine and evaluate factors that affect fitness and activity choices

Barriers to Physical Activity*

People encounter a variety of barriers to engaging in regular physical activity. The barriers are categorized as either personal or environmental barriers.

1. **Personal barriers** are perceptions people hold as to why they cannot participate in physical activity, including
 - lack of time, energy, or motivation
 - trouble with self-management skills: difficulty setting personal goals, monitoring progress, or rewarding progress toward reaching goals
 - fear of injury
 - boredom or non-enjoyment of exercise

* Source: Centers for Disease Control and Prevention. “Overcoming Barriers to Physical Activity.” *Physical Activity for Everyone*. www.cdc.gov/nccdphp/dnpa/physical/life/overcome.htm. Adapted with permission.

As these barriers are merely perceptions, and not unalterable facts, people can use strategies such as the following to help them overcome the barriers:

- If you **lack time**, take an afternoon to examine and reorganize your schedule.
 - If you **have trouble with self-management**, ask a friend or a family member for help. Practise writing schedules or timelines to keep upcoming events in your memory. Set alarm clocks to remind you of important times.
 - If you **fear injury**, ask a professional for advice about safety.
 - If you **feel exercise is boring**, combine your activities with something enjoyable (e.g., music, friends), or offer yourself rewards for keeping active.
2. **Environmental barriers** are obstacles outside a person's direct control that create difficulties for physical activity. They include
- limited access to walking paths, cycling trails, and recreation facilities
 - heavy traffic and lack of public transportation
 - pollution and poor weather conditions

Although you cannot control the weather or traffic, they are factors that you can plan for and work around.

Now that you have learned about the barriers to being physically active, you need to complete the following learning activity to help you understand your own barriers.



Learning Activity 2.5: Barriers to Being Active Survey

The following chart lists some reasons people give to describe why they do not get as much physical activity as they think they should. Read each statement and circle the number indicating how likely you are to say each of the statements.

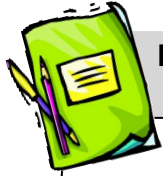


When you are finished, go to the Learning Activity Answer Key at the end of this module and score your responses.

Barriers to Physical Activity Quiz*				
How likely are you to say?	Very Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely
1. My day is so busy now; I just don't think I can make the time to include physical activity in my regular schedule.	3	2	1	0
2. None of my family members or friends likes to do anything active, so I don't have a chance to exercise.	3	2	1	0
3. I'm just too tired after school or work to get any exercise.	3	2	1	0
4. I've been thinking about getting more exercise, but I just can't seem to get started.	3	2	1	0
5. Exercise can be risky.	3	2	1	0
6. I don't get enough exercise because I have never learned the skills for any sport.	3	2	1	0
7. I don't have access to jogging trails, swimming pools, bike paths, and so on.	3	2	1	0
8. Physical activity takes too much time away from other commitments—time, work, family, and so on.	3	2	1	0
9. I'm embarrassed about how I will look when I exercise with others.	3	2	1	0
10. I don't get enough sleep as it is. I just couldn't get up early or stay up late to get some exercise.	3	2	1	0

continued

* Source: Centers for Disease Control and Prevention. "Barriers to Physical Activity Quiz." *Physical Activity for Everyone: Overcoming Barriers to Physical Activity*. www.cdc.gov/nccdphp/dnpa/physical/life/barriers_quiz.pdf. Adapted with permission.



Learning Activity 2.5: Barriers to Being Active Survey (continued)

Barriers to Physical Activity Quiz				
How likely are you to say?	Very Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely
11. It's easier for me to find excuses not to exercise than to go out to do something.	3	2	1	0
12. I know of too many people who have hurt themselves by overdoing it with exercise.	3	2	1	0
13. I really can't see learning a new sport.	3	2	1	0
14. It's just too expensive. You have to take a class or join a club or buy the right equipment.	3	2	1	0
15. My free times during the day are too short to include exercise.	3	2	1	0
16. My usual social activities with family or friends do not include physical activity.	3	2	1	0
17. I'm too tired during the week and I need the weekend to catch up on my rest.	3	2	1	0
18. I want to get more exercise, but I just can't seem to make myself stick to anything.	3	2	1	0
19. I'm afraid I might injure myself.	3	2	1	0
20. I'm not good enough at any physical activity to make it fun.	3	2	1	0
21. If we had exercise facilities and showers at school or at work, then I would be more likely to exercise.	3	2	1	0

Overcoming Barriers to Being Physically Active*

Understanding barriers is the first step to overcoming them. Now that you have identified some of the obstacles preventing you from maximizing your physical activity, you can take measures to move past these personal and environmental barriers.

Time and Scheduling

Finding time to exercise is vital. Ideally, you should spend an hour every day in physical activity, although it need not be in one session.

- Consider the time required for travelling to and from activities, changing clothes, and showering after your activities.
- Give yourself extra time in case of mishaps.
- Find a partner or friend to join you in your activities. The two of you can help each other to remain on task.

Lack of Money

Many people have the misconception that becoming physically active requires joining a gym or a health club, but there are ways to be active at a minimal cost.

- **Take part in free activities.** Activities such as walking and jogging can be done at no cost at all.
- **Use public resources.** Consult a physical education teacher for advice, or visit your local library for resources. Many professional athletes and coaches have written training manuals for exercise routines and sports.

Lack of Energy

Lack of energy is a common excuse for not keeping active, but you can find ways to overcome this excuse.

- **Find your “up” hours.** People typically have more energy at certain times of the day than at others. Make a note of your own “up” times and schedule workouts at these times.
- **Eat well-balanced meals.** Your meal plans should include complex carbohydrates, which will enable you to keep up your energy.
- **Sleep well.** If you do not get the sleep you need at night, your body will be tired throughout the day.

* Source: Doyle, J. Andrew. "Exercise Adherence." *The Exercise and Physical Fitness Page*. <http://www2.gsu.edu/~wwwfit/adherence.html>. © Board of Regents of the University System of Georgia by Georgia State University (1999). Adapted with permission.

Physical Discomfort

The pain accompanying intense workouts can be off-putting, but you can find ways to ease discomfort.

- **Keep in mind that feeling stiff is normal.** Delayed onset muscle soreness is common after starting a new physical activity, and actually helps your muscles adapt to new or unusual movement. The soreness should diminish as you continue your activity sessions and allow your muscles to adjust.
- **Take it slowly:** Be sure to include warm-up and cool-down sessions to reduce harm to your muscles through sudden, heavy movements.

Facilities

Access to facilities can vary from one community to another, so you will need to find facilities that are right for you.

- **Choose a suitable location.** Look for a facility that is accessible and close to your home or workplace.
- **Know the area.** Know how to use the facility, where everything is located, and where to get assistance if required.

Weather and Climate

Consider weather conditions and their effects on you when planning for regular physical activity that is suitable for you.

- **Be flexible.** Plan alternative, indoor activities in the event of bad weather.
- **Plan around the seasons.** Manitoba's climate allows for a variety of physical activities and sports in every season, but not all are accessible year-round. Set up activities for both summer and winter.

Summary

In this lesson you have learned about how you can take charge of your lifestyle by identifying your personal barriers to physical activity. Next, you will make a commitment to your Physical Activity Plan by establishing your goals using a goal-setting strategy.

LESSON 5: MAKING PHYSICAL ACTIVITY A HABIT

Introduction

Have you ever made a New Year's resolution? People often start off the year with goals to make changes in their lives (e.g., to lose weight, mend relationships, be a better person), and if the goals are poorly planned, they are often forgotten or abandoned. This lesson introduces you to the SMART method of goal-setting.

After completing this lesson, you will show an understanding of

- how healthy lifestyle habits can be created
- factors that promote and factors that detract from making physical activity and exercise a lifestyle habit
- how goal setting and personality awareness have an important influence on habit creation

You will also be able to

- examine factors that have an impact on how physical activity plans are developed, as well as factors that affect commitment to an activity plan
- examine and evaluate factors that affect fitness and activity choices
- use your critical thinking, planning, and decision-making skills to develop a personal Physical Activity Plan that is safe and ethical, and will contribute to health-related fitness goals

SMART Goals

One helpful strategy for setting goals is the SMART strategy, which states that a goal should be specific, measurable, attainable, realistic, and time framed.

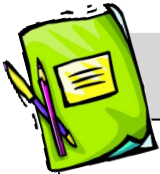
SMART	Goals
Specific	<ul style="list-style-type: none">■ What kind of exercises will you perform?■ When will you do these exercises?
Measurable	<ul style="list-style-type: none">■ How many minutes will you exercise per session?■ What is your target heart rate?
Attainable	<ul style="list-style-type: none">■ Are your body and mind ready for and capable of these challenges?■ What preparations are required to begin your challenges?
Realistic	<ul style="list-style-type: none">■ Have you created an exercise schedule that works for you?■ Can you keep to your schedule?
Time framed	<ul style="list-style-type: none">■ What will you do each week? each month?■ How long are you giving yourself to reach your goal?

Example

Below is an example of how Damian used the SMART strategy to set up a jogging routine.

SMART	Goals
Specific	<ul style="list-style-type: none">I have been jogging 5 km routes. My goal is to reduce my overall running time by two minutes.
Measurable	<ul style="list-style-type: none">My jogging sessions will be 20 to 30 minutes long, performed three times a week.I will aim for a high target heart rate: $220 - \text{age} \times 85\%$.
Attainable	<ul style="list-style-type: none">I currently jog 15 minutes most days of the week, and I am ready to increase my time and intensity.
Realistic	<ul style="list-style-type: none">I will jog two or three times a week after work, and at least once on the weekend.
Time framed	<ul style="list-style-type: none">In two months, I expect to reduce my 5 km jogging time by two minutes. I will perform a test run every two weeks on a fixed course to check my progress.

Now that you have reviewed the SMART strategy and seen how Damian used it to set up a jogging routine, you have the chance to set up your own fitness goal in the following learning activity.



Learning Activity 2.6: Using the SMART Strategy

Decide on a fitness goal for yourself, and use the SMART strategy to determine how you will achieve this goal. Your goal could involve one of the activities from your Physical Activity Plan. Use the table below to record your SMART goals. Discuss your goal with your learning partner.



SMART	Goals
Specific	
Measurable	
Attainable	
Realistic	
Time framed	

Becoming More Physically Active

Remember to track all your physical activities in your Physical Activity Log. If you find that you are not being as active as you would like to be, consider these ways to increase your level of activity:

- Walk to as many places as you can. Most teenagers can walk 10 km or more per day. In Manitoba, you can see people walking throughout the year. You can also cycle or rollerblade to your destination.
- Play pick-up sports. Get your friends together for some volleyball, football, baseball, or whatever you like to play. There is probably an empty sports field near you right now just waiting to get used.
- Have active social events. Instead of sitting around, go dancing, skating, or swimming.
- Keep moving. Do push-ups while watching television.

Summary

Hastily made goals are often abandoned or forgotten due to poor planning. Guides such as the SMART strategy can help you to consider all the details of your resolutions, and how best to see them through. In the next lesson you will review the components of physical fitness and the principles of fitness development.

Notes

LESSON 6: PLANNING FOR PHYSICAL FITNESS

Introduction

In this lesson you will review the health-related and skill-related components of fitness and the principles of fitness development, including the FITT principle.

After completing this lesson, you will show an understanding of

- how physical fitness is related to the effects of physical activity on the human body
- how physical fitness comprises health- and skill-related components
- how the development of physical fitness is governed by the FITT principle
- why planning is important for successful physical fitness development

You will also be able to

- demonstrate an understanding of the concepts and principles related to the development and implementation of a personal Physical Activity Plan
- design, implement, evaluate, and revise an exercise routine that contributes to the health-related fitness components

Understanding Physical Fitness

Physical fitness is the ability to meet the demands of many different physical activities. It is measured by how efficiently and effectively you can complete physical tasks. A basic level of physical fitness allows you to safely perform daily activities such as walking or showering, while more demanding activities such as heavy lifting, climbing, or running require a higher degree of fitness.

Physical fitness involves all the major systems of the body: the heart and lungs, the skeleton, and, of course, the muscles. Even your brain strengthens through physical fitness, learning to control your muscles more quickly and efficiently.

Each individual will have his or her own level of physical fitness, influenced by age, gender, heredity, personal health habits, diet, and the amount of exercise taken.

Every physical activity, ranging from walking to lifting, involves at least one of the health-related fitness components:

- cardiorespiratory endurance
- muscular strength
- muscular endurance
- flexibility
- body composition

The Five Health-Related Fitness Components

The five health-related fitness components are elements of physical fitness that help the body to perform more efficiently and to prevent disease.

- **Cardiorespiratory endurance:** Your cardiovascular system refers to your heart, blood, and blood vessels, while your respiratory system is made up of your lungs and air passages. Your cardiorespiratory endurance, then, is the ability of these two systems to deliver oxygen and nutrients to your muscles, while removing wastes.
- **Muscular strength:** This is the ability of a muscle, or a group of muscles, to exert force for a short period of time. The strength of different muscles can be measured by having a person perform weightlifting exercises and determining the maximum amount of weight the person can lift.
- **Muscular endurance:** This is the ability of a muscle, or a group of muscles, to apply force against an object repeatedly. Push-ups and curl-ups are often used to test muscular endurance, measuring the number of repetitions completed in a period of time (usually one minute).
- **Flexibility:** Flexibility is the ability to move joints through their full range of motion, and is expressed in how far a joint can be moved.
- **Body composition:** Body composition refers to the makeup of the body in terms of lean mass (mass of muscles + bones + organs) and fat mass. Regular physical activity and exercise will help decrease body fat, maintain muscle mass, increase bone mass, and improve heart function. The body mass index (BMI) is the most common test to determine the amount of body fat.

Applying the FITT Principle

The FITT principle stands for the four key components of any fitness plan: **frequency, intensity, time, and type** of exercise. A well-designed physical activity plan will outline how often (frequency), how long (time), and how hard (intensity) a person exercises, and what kinds of exercises (type) are selected.

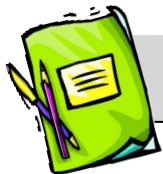
Once you select the health-related fitness component(s) you would like to develop, you can use the FITT principle to focus your Physical Activity Plan on the selected component(s). Since your body strengthens and adapts to regular exercise, every activity plan should also have a schedule that progresses over time.

Some examples of how you can exercise your body according to your intended benefits follow.

FITT Principle Guidelines				
Fitness and/or Health Benefit	Variables			
	F Frequency	I Intensity	T Time	T Type
1. Cardiorespiratory Endurance (CRE) (Aerobic)	■ 3 to 5 times per week	■ moderate to vigorous intensity (60% to 85% of maximum heart rate)	■ minimum of 20 minutes	■ running ■ cycling ■ cross-country skiing (continuous motion of large muscle group[s])
2. Muscular Strength	■ 2 or 3 times per week, with rest days in between bouts	■ high resistance (sets to maximum capability)	■ minimum of 20 minutes per session ■ 1 to 3 sets of 6 to 10 repetitions	■ free weights ■ universal gym ■ tubing ■ body weight
3. Muscular Endurance	■ 2 or 3 times per week, with rest days in between bouts	■ low to moderate resistance	■ minimum of 20 minutes per session ■ 3 sets of 16 to 20 repetitions	■ free weights ■ universal gym ■ tubing ■ body weight
4. Flexibility	■ daily	■ slow and controlled movement	■ 10 to 12 minutes	■ static
5. Body Composition	■ 5 to 7 times per week	■ combination of intensities	■ dependent on intensity	■ aerobic ■ anaerobic ■ resistance
6. Anaerobic	■ alternate days 2 or 3 times per week	■ 90% of maximum heart rate	■ 2 to 3 minutes per bout	■ sprinting ■ jumping
7. Active Daily Living/Health	■ daily	■ low to moderate intensity	■ 30 to 60 minutes	■ gardening ■ walking ■ bowling

References

Manitoba Fitness Council. *Active Healthy People: Fitness Theory Manual*. Winnipeg, MB: Manitoba Fitness Council, n.d.
 _____. *Resistance Training Manual*. Winnipeg, MB: Manitoba Fitness Council, n.d.



Learning Activity 2.7: Assessing Your Physical Activity Plan

Assess your Physical Activity Plan by writing a short reflection. Use the following questions to help you get started. Discuss these with your learning partner.



1. Based on what you have learned in this lesson, are there any changes you would make to your Physical Activity Plan?
2. Would you change any of your current activities?
3. Would you add new activities?
4. Would you modify your goals?
5. Do you find that your Physical Activity Plan is helping you to become more active? Why or why not?
6. Is it helping you to meet your fitness goals? Explain.

Summary

As your physical fitness improves, so will your efficiency and your capacity for carrying out physical tasks. In the next lesson you will be introduced to specific workout routines for improving fitness; for now, you should consider how your daily activities are contributing to your cardiorespiratory endurance, your muscular strength and endurance, your flexibility, and your body composition.

LESSON 7: WORKOUT GUIDELINES

Introduction

In this lesson you will find guidelines for a fitness routine. This lesson includes details for how to plan a general warm-up, as well as how to train the health-related component of physical fitness that interests you: cardiorespiratory endurance, muscular strength and endurance, or flexibility.

After completing this lesson, you will show an understanding of

- how planning is important for successful physical fitness development

You will also be able to

- design, implement, evaluate, and revise an exercise routine that contributes to the health-related fitness components

Warm-Up

Each workout or exercise session should begin with a warm-up to prepare the body and mind for movement and to decrease the possibility of injury. An effective warm-up increases your heart rate and your breathing rate. This increase, in turn, raises your body's core temperature, loosening up your muscles for more involved movement.

A warm-up should consist of at least 10 minutes of physical activity. Begin a warm-up with light activity and then progress to a little more vigorous activity such as

- walking
- slow jogging
- knee lifts
- skipping
- arm circles
- trunk rotations

After you have completed your warm-up, you can proceed to the core of your workout, focusing on either cardiorespiratory or resistance training. Flexibility training could be included as a cool-down routine.

Cardiorespiratory Endurance

To maintain a minimum level of cardiorespiratory fitness, you should perform at least five to seven 30- to 60-minute sessions of aerobic exercise every week.

Popular aerobic activities include

- brisk walking or jogging
- swimming
- cycling
- rope jumping
- rowing
- cross-country skiing
- basketball, soccer, or other sports that keep you moving constantly

Safety Considerations

- **Follow the 10 percent rule:** Increase a selected activity no more than 10 percent per week. If you are running 10 minutes per session in week 1, then in week 2 the maximum recommended increase would be 1 minute, so you would run 11 minutes per session.
- **Heart rate:** Know how to calculate your target heart-rate zone: $(220 - \text{age} \times 0.85)$.
- **Variety:** Try several different activities to avoid injuries through overuse of muscles and to prevent boredom.
- **Cool-down:** After your cardiorespiratory activity, it is important to reduce your hear rate, breathing, and body temperature gradually before moving on to a new activity.
 - Immediately jumping to resistance or flexibility training could cause dizziness, light-headedness, or fainting.
 - Effective cool-down activities include walking or swimming slowly for 5 to 10 minutes.

Resistance Training: Muscular Strength and Endurance

Resistance training is used primarily to develop muscular strength and muscular endurance, but it can also develop cardiorespiratory endurance if it is incorporated with a circuit-type workout.

- **Muscular strength:** To keep up your muscular strength, you should perform two or three 20-minute sessions each week that include exercises for all the major muscle groups. Lifting weights is one of the most effective ways to increase muscle strength.
- **Muscular endurance:** Maintaining muscular endurance requires two to three 30-minute sessions of resistance training each week. Suggested resistance-training activities include
 - calisthenics
 - push-ups
 - curl-ups
 - pull-ups
 - light weight training

General Guidelines

Additional guidelines for resistance training include the following:

- **Fatigue or failure:** In resistance training, exercises must be performed to the point of fatigue or failure – the point at which you cannot complete one more repetition. If it feels as if you could have performed four more repetitions after the set is completed, there was not enough overload.
- **Sessions:** A minimum of 2 or 3 sessions per week are required to gain training benefits. Intermediate and advanced exercisers may perform more than two sessions per week.
- **Muscle or muscle group:** Perform 1 to 3 exercises per muscle or muscle group – 1 for beginners, 2 for intermediate, and 3 for advanced exercisers. Change exercises for each muscle group every one to two months to prevent injuries and boredom.
- **Sets:** Perform 1 to 3 sets per exercise – 1 for beginners, 2 for intermediate, and 3 for advanced.
- **Repetitions:** The recommended repetitions are 16 to 20 for endurance training, 10 to 16 for strength and endurance training, and 6 to 10 for strength training. Try each type of training for a month, moving through all three types over a three-month cycle.

Safety Considerations

To ensure safety, the following need to be considered:

- Seek guidance from the physical education instructor or weight room supervisor.
- Include a general warm-up prior to resistance training even if not engaging in any cardiorespiratory endurance workout.
- Make sure that a qualified instructor shows how to perform the exercises correctly. Good form reduces the risk of injury and leads to faster gains in muscle size and strength.
- Before using free weights, bars, and plates, beginners should consider using body weight exercises and cable machine exercises until they have learned proper technique and have established that they can stabilize their core effectively.
- Wear appropriate clothes and protective equipment. For example, gloves reduce the risk of blisters. Solid running shoes provide a stable base from which to exercise.
- Check all equipment before using it. Do not use a piece of equipment if it seems faulty. Inform the physical education instructor or weight room supervisor at once.
- Always secure weight plates with safety collars.
- Don't hold the breath while lifting weights. In general, breathe out on the exertion or when tightening the muscle, and breathe in when lowering the weight or returning to the starting position.
- Never completely straighten a joint.
- Work big muscle groups before small ones.
- Perform multi-joint exercises before single-joint exercises.
- Train the core area last.
- Never work the same muscle or muscle group two days in a row.
- Stand on a non-slip surface to reduce the risk of slips and falls.
- When in a situation where a "spotter" may be required, check with the physical education instructor or weight room supervisor regarding safety and proper technique.
- Stop immediately if an injury occurs or if pain is felt, and consult a physician for diagnosis and treatment. Understanding the difference between pain and muscle fatigue or failure is important.
- Always control the speed of the lifting and lowering. It is recommended that one repetition should take approximately 4 to 7 seconds to complete. Avoid jerky motion.



It is normal to experience muscle fatigue during resistance training; however, if you do experience any pain or injury, stop immediately and consult a physician for diagnosis and treatment.

After completing your cardiorespiratory endurance or resistance training routine (or both), you should finish off with a lighter cool-down activity that will ease your breathing and heart rate back to their resting levels.

Cool-Down: Flexibility

At the end of every workout, perform 5 to 10 minutes of static stretching exercises. If a workout session includes a cardiorespiratory endurance session and a resistance training session, flexibility is best left to the end of the entire exercise routine.

Safety Considerations

- A stretch should feel like a gentle pull and should not be painful.
- Work toward holding a stretch for 30 seconds to gain benefits for static stretching.
- Remember to breathe normally.
- Be sure to stretch tight postural muscles (such as the chest), as well as the muscle(s) focused on during the workout.

Designing an Exercise Routine

In developing your exercise routine, consider the FITT Principle Guidelines discussed in Module 2, Lesson 6.

The definitions provided in the following table are intended to help you determine where you are on the Stages of Change continuum (see Module 2, Lesson 2) and to help you select appropriate exercises for an exercise routine. Refer to this table when making the appropriate selection, sequencing, and planning of cardiorespiratory and resistance training exercises. Notice that each of the routines is graded for beginner, intermediate, and advanced participation.

Defining Participant Experience			
Participant	Stage of Change	Resistance Training Recommendations	Muscular Endurance and Strength Training
Beginner Little or no previous experience	<ul style="list-style-type: none"> ■ Pre-contemplation ■ Contemplation ■ Preparation/ Decision 	1 exercise per body part 1 set per body part	Endurance training for first six weeks
Intermediate Limited experience but active for last three months	<ul style="list-style-type: none"> ■ Action 	1 or 2 exercises per body part 1 or 2 sets per body part*	Endurance and strength training
Advanced Prior experience and active for last six months	<ul style="list-style-type: none"> ■ Maintenance 	1 to 3 exercises per body part 1 to 3 sets per body part*	Endurance and strength training

* As you become more experienced with resistance training, you will need to increase the number of sets you perform and the amount of weight you lift to create new overload and to challenge your body.

Once you have decided how you will spend your exercise time, you should position your workout routine according to your weekly schedule. Next, you will find several examples of **split routines**, which divide all the intended exercises over several days.

Split Routines for Resistance Training

The following are examples of split routines to be considered when developing a resistance training routine.

Two-Day Split Routine

Ideal for Beginner, Intermediate, and/or Advanced	Day 1	Legs	Back	Biceps	
	Day 2	Chest	Triceps	Shoulder	Core
	Day 3	Rest or go back to Day 1 and repeat.			

Three-Day Split Routine

For Intermediate or Advanced	Day 1	Chest	Triceps	Shoulders
	Day 2	Back	Biceps	Core
	Day 3	Quads	Hamstrings	Calves
	Day 4	Rest or go back to Day 1 and repeat.		

Four-Day Split Routine

For Intermediate or Advanced	Day 1	Chest	Triceps	Core
	Day 2	Quads	Hamstrings	
	Day 3	Back	Biceps	
	Day 4	Shoulders	Core	
	Day 5	Rest or go back to Day 1 and repeat.		

Total Body Resistance Routine

Ideal for Beginner, Intermediate, or Advanced	Day 1 Day 3 Day 5 Day 7 Day 1 (Rest) Day 2 Day 4 Day 6 Day 7 (Rest) Day 1 Repeat	Order of Exercises Chest Back Triceps Biceps Shoulders Legs Core
	Day 1 Day 3 Day 5 Repeat	Order of Exercises Chest Back Triceps Biceps Shoulders Legs Core
	Day 1 Day 5 Repeat	Order of Exercises Chest Back Triceps Biceps Shoulders Legs Core



Assignment 2.3: Developing Split Routines for Resistance Training

In this assignment you will develop your own split routine for resistance training. Use the guidelines and charts from this lesson to assist you in selecting the individual exercises for each muscle group. The assignment details and criteria can be found at the end of this module.

Summary

This lesson introduced you to the guidelines and safety requirements of several fitness routines designed to emphasize the health-related components of physical fitness.

MODULE 2 SUMMARY

Congratulations! You have finished the second module of this course.



Submitting Your Assignments

It is now time for you to submit your assignments from Module 2 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 2 assignments and organize your material in the following order:

- Module 2 Cover Sheet (found at the end of the course Introduction)
- Assignment 2.1: Module 2 Physical Activity Log
- Assignment 2.2: Benefits of Your Physical Activity Choices
- Assignment 2.3: Developing Split Routines for Resistance Training

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Module 2 Review Questions

Lesson 1

1. What are the health benefits of fitness that affect the systems of the body?
2. Why are the effects of exercise referred to as **systemic** effects?
3. What benefits of exercise affect the mental-emotional health of an individual?

Lesson 2

1. What are the five stages in the Stages of Change model, and how can you move from one stage to the next?
2. In the process of change, what two factors can be used to move from one stage of change to another? Why are these factors important?
3. How does the process of change support the Stages of Change model?

Lesson 3

1. What intrinsic and extrinsic factors motivate you to exercise and to be active?

Lesson 4

1. What are the differences between personal and environmental barriers?
2. What are some ways to overcome barriers to physical activity?
3. What strategies have worked best in overcoming your own barriers to become more physically active?

Lesson 5

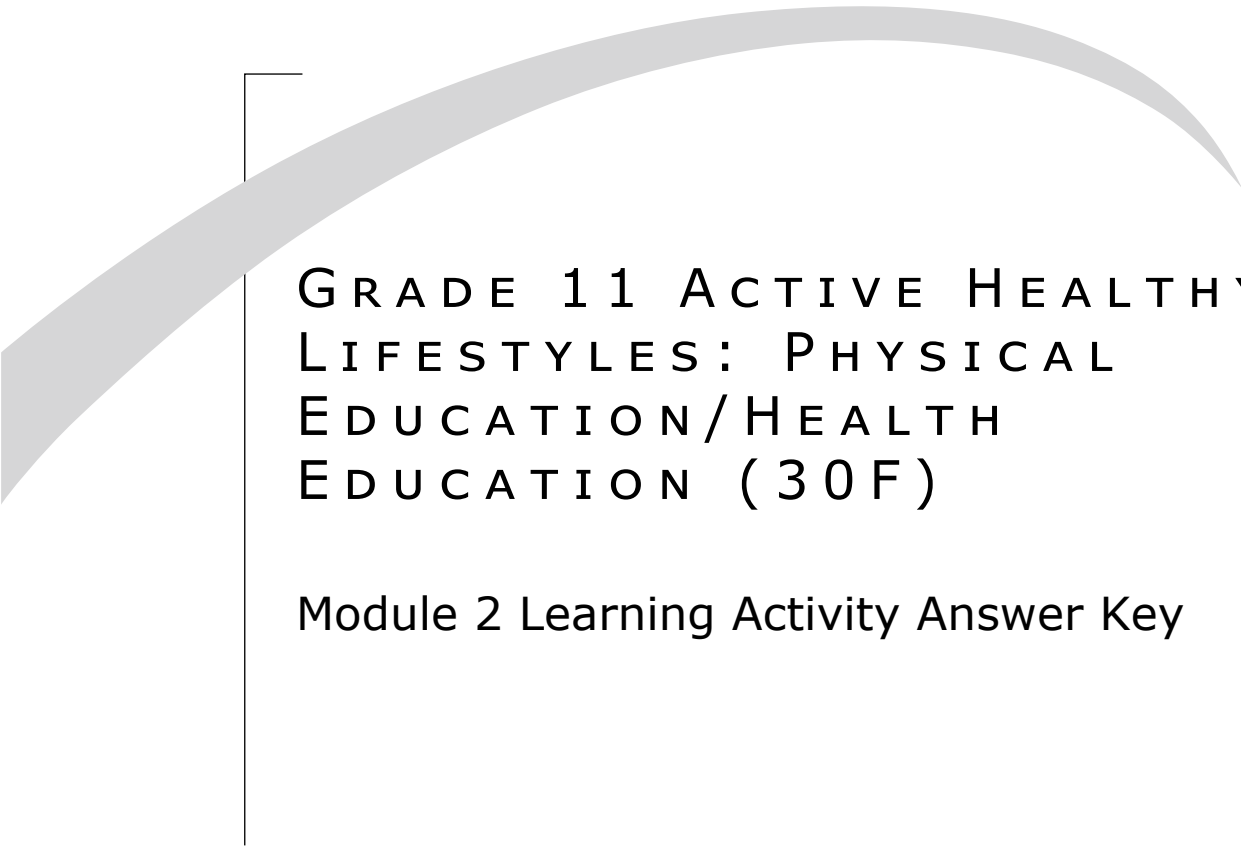
1. What are some ways to create a new habit?
2. What are some factors that affect a person's commitment to a personal activity plan, including an activity or exercise routine?
3. Identify a personal goal as part of your Physical Activity Plan using the SMART goal-setting steps.

Lesson 6

1. What is the definition of **physical fitness**?

Lesson 7

1. How did the FITT principle help you to develop your exercise routine?
2. Explain how your exercise routine contributed to the five health-related components of physical fitness.
3. If you were helping someone begin a resistance training program, what guidelines and safety considerations would you provide?



GRADE 11 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (30F)

Module 2 Learning Activity Answer Key

MODULE 2 LEARNING ACTIVITY ANSWER KEY

Learning Activity 2.1: Changing Behaviour

For this learning activity, you thought of a behaviour, habit, or lifestyle that a person might wish to change. You then described, in your own words, the actions and thoughts of that person at each of the five stages in the Stages of Change model.

There is no simple right or wrong answer to this question. However, your answer needs to include

- a certain behaviour, habit, or lifestyle that a person might like to change
- the five Stages of Change (pre-contemplation, contemplation, preparation/decision, action, and maintenance)
- the actions that the person would take at each stage of change
- the thoughts that the person would have at each stage of change

Learning Activity 2.2: Strategies to Advance in the Stages of Change

For this learning activity, you were asked to do the following:

1. Read five statements and choose the one that best describes your current situation. Be as frank as possible. Discuss it with your learning partner so that you arrive at an honest conclusion.
2. Match your response with the corresponding Stage of Change.
3. Describe two strategies you could use to advance yourself to the next stage of change.

This is another learning activity that does not have a simple answer key because it is based entirely on your needs, how well you know yourself, and how much you are willing to change.

To complete this learning activity well, you had to do the following:

- First, you had to be honest about which of the five statements in question 1 best described your current situation.
- Then, it was likely easy to match up your selected statement from question 1 with the corresponding Stage of Change in question 2.
- Finally, you needed to describe two strategies that you felt would help you to change. You might have found those strategies in Module 2, Lesson 2, or you and your learning partner might have brainstormed them. Many of the best strategies involve talking with people who can encourage and help you.

Learning Activity 2.3: Types of Motivation*

You read the stories or mini-biographies (in Learning Activity 2.3) and decided whether each individual is demonstrating intrinsic or extrinsic motivation for his or her behaviour in an exercise context, giving reasons for your choices.

1. Paul

Paul is **extrinsically motivated**. Paul has started to exercise, but does not value it as a worthwhile activity. He is exercising simply because he has been told by someone in authority that he has to, even though he thinks that it is unnecessary.

2. Hans

Hans has **extrinsic motivation and some intrinsic motivation**. Hans is not exercising because of pressure from another person but because he is putting the pressure on himself. Hans acts because of his anxieties about heart disease and an anticipated sense of guilt that if he does become ill he will be letting down his young family. Thus, although Hans is internally driven, his behaviour is only somewhat self-determined.

3. David

David has strong **intrinsic motivation**. David believes that bodybuilding has changed his life and given him the popularity with his peers that he always wanted, but only because it has made him look good. So, although he now has a strong sense of self-worth, it is highly dependent on his bodybuilding activities. If he were unable to continue with this activity for some reason, it seems likely that his self-esteem would soon begin to suffer.

4. Darlene

Darlene has strong **intrinsic motivation**. Darlene's exercise behaviour shows great self-determination. Even though she finds it difficult to exercise regularly, she still finds the time to fit it into her busy school and work life.

* Source: Markland, David. "The Behavioural Regulation in Exercise Questionnaire—The Theory." *Exercise Motivation Measurement*. 2007. www.bangor.ac.uk/~pes004/exercise_motivation/breq/theory.htm. Adapted with permission.

5. Sheila

Sheila has strong **intrinsic motivation**. Sheila is obviously a very committed exerciser—so much so that she changed careers in order to be able to exercise more. Exercising is so important to Sheila’s sense of who she is, but for her, self-esteem is not on the line in the way that it is for David.

6. Lenin

Lenin has strong **intrinsic motivation**. Although he recognizes the health benefits of exercise, he is not concerned about extrinsic outcomes of exercising; he just loves doing it as a social and physical experience. The immediate rewards of taking part in exercise are the only important factors, and if exercising were to become a chore or like work, as he puts it, there would no longer be any point in doing it.

Learning Activity 2.4: Your Physical Activity Biography

Using the mini-biographies (from Learning Activity 2.3) as examples, you wrote a biography of your own, describing your current physical activity situation.

This is another learning activity that does not have a simple answer key, but gives you the chance to learn a lot about yourself. In fact, this may be one of the best learning activities in this course because it teaches you about the most important thing in your life—you.

Your biography should include the same parts as the mini-biographies in the course. In it, you should include

- an honest evaluation of your level of physical activity, as well as your level of fitness
- an honest evaluation of your level of motivation (i.e., you need to say whether or not you are interested in becoming more active)
- information about your family’s state of fitness and health (e.g., Do you have close relatives who suffer from lifestyle-related conditions such as obesity, diabetes, or heart conditions?)

Learning Activity 2.5: Barriers to Being Active Survey

The Barriers to Physical Activity Quiz* (in Learning Activity 2.5) lists reasons people give to describe why they do not get as much physical activity as they think they should. You were asked to read each statement and circle the number indicating how likely you are to say each of the statements. Check your responses, using the following scoring instructions.

Scoring*

Follow these instructions to score yourself:

- In the spaces provided below, enter the number you circled for the applicable questions (on the quiz), recording the circled number for statement 1 on line 1, statement 2 on line 2, and so on.
- Add the three scores in each row. Your barriers to physical activity fall into one or more of seven categories: lack of time, social influences, lack of energy, lack of willpower, fear of injury, lack of skill, and lack of resources. A score of 5 or above in any category shows that this is an important barrier for you to overcome.

_____	+	_____	+	_____	=	_____
1		8		15		Lack of time
_____	+	_____	+	_____	=	_____
2		9		16		Social influence
_____	+	_____	+	_____	=	_____
3		10		17		Lack of energy
_____	+	_____	+	_____	=	_____
4		11		18		Lack of willpower
_____	+	_____	+	_____	=	_____
5		12		19		Fear of injury
_____	+	_____	+	_____	=	_____
6		13		20		Lack of skill
_____	+	_____	+	_____	=	_____
7		14		21		Lack of resources

* Source: Centers for Disease Control and Prevention. "Barriers to Physical Activity Quiz." *Physical Activity for Everyone: Overcoming Barriers to Physical Activity*. www.cdc.gov/nccdphp/dnpa/physical/life/barriers_quiz.pdf. Adapted with permission.

Learning Activity 2.6: Using the SMART Strategy

For this learning activity, you decided on a fitness goal for yourself, and you used the SMART strategy to determine how you would achieve this goal. Your goal could involve one of the activities from your Physical Activity Plan.



Your chart should include *each* of the five parts of the SMART strategy. In other words, they should be **s**pecific, **m**easurable, **a**ttainable, **r**ealistic, and **t**ime framed.

Discuss your goals with your learning partner. If you have any questions, contact your tutor/marker.

SMART	Goals
Specific	
Measurable	
Attainable	
Realistic	
Time framed	

Learning Activity 2.7: Assessing Your Physical Activity Plan

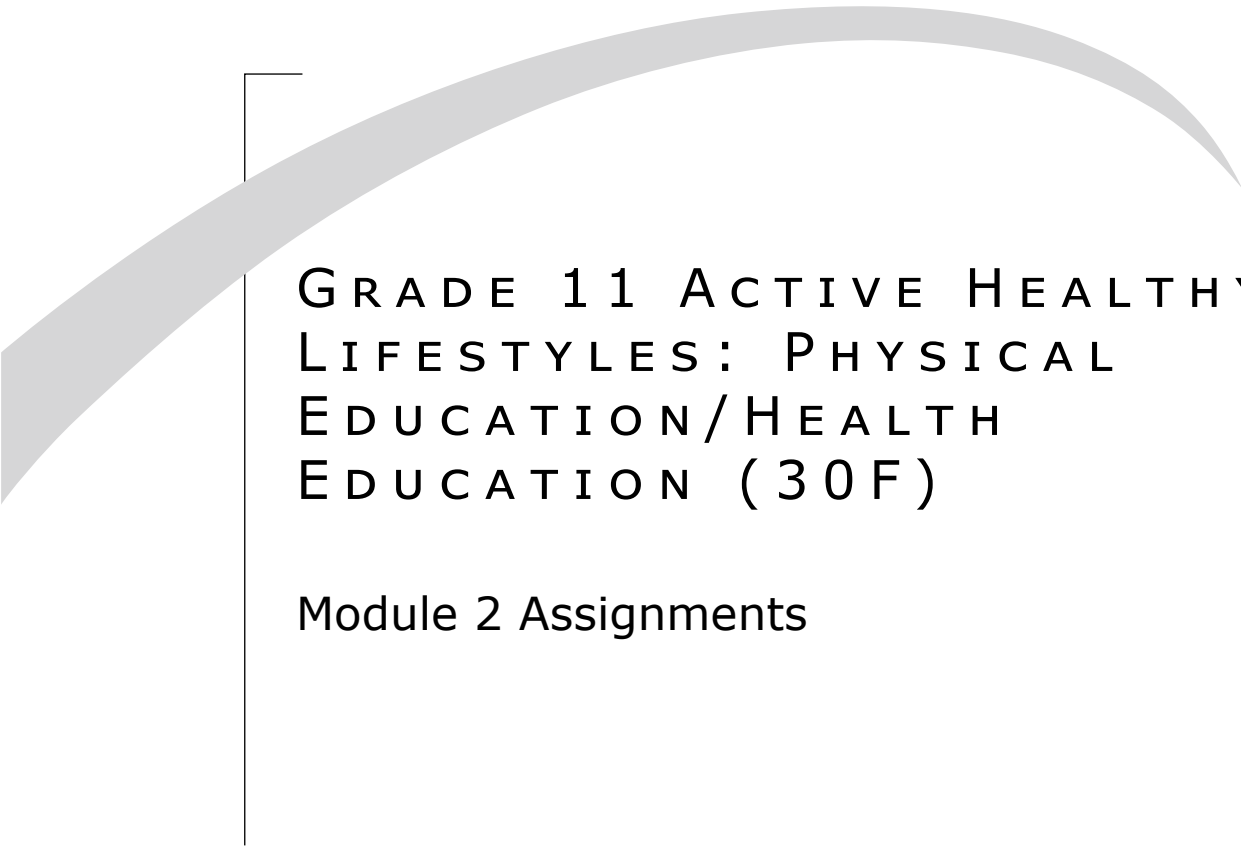
For this learning activity, you assessed your Physical Activity Plan by writing a short reflection, using a set of questions to help you get started.



This is another learning activity that allows you to ask hard, important questions about yourself. Discuss the questions with your learning partner and be as honest as possible. Remember, you are in charge of your own health and fitness.

If you and your learning partner conclude that your Physical Activity Plan is not working for you, contact your tutor/marker and discuss the possibility of improving it.

Notes



GRADE 11 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (30F)

Module 2 Assignments

MODULE 2 ASSIGNMENTS



Assignment 2.1: Module 2 Physical Activity Log

It is now time for you to begin recording your physical activities into your Physical Activity Log. By this point, you should have contacted your tutor/marker to discuss your Physical Activity Plan and your safety and risk-management measures for your selected activities. This was Part C of Assignment 1.2. If you have not already telephoned your tutor/marker, please do so now. Your tutor/marker's name and phone number were provided on a Record of Progress Sheet that was mailed to you with the course package (on a separate white sheet). If you can't find it, contact the Distance Learning Unit at 1-800-465-9915.



This assignment consists of two parts:

- Part A: Recording Your Log
- Part B: Wellness Journal

Every time you perform a physical activity from your Physical Activity Plan you need to record

- the types of physical activities in which you participated
- the date you engaged in physical activities
- the amount of time (hours and fractions of hours) you spent participating in activities of various intensity:
 - **Light activities:** You begin to notice your breathing, but talking is fairly easy.
 - **Moderate activities:** You can hear yourself breathe, but can still talk.
 - **Vigorous activities:** You are breathing heavily. It is difficult to talk.

continued



Assignment 2.1: Module 2 Physical Activity Log (*continued*)

Part A: Recording Your Log

To record your **Module 2 Physical Activity Log**, use the chart found on the next page. Alternatively, if you have access to the Internet, you can download one of two online logs to complete your Log electronically:



- The Physical Activity Log: Generic Calendar is located at www.edu.gov.mb.ca/k12/cur/physhlth/generic_log_calendar.xls.
- The Physical Activity Log: Independent Study is located in the learning management system (LMS).

Before completing your Log, review the **Practice Physical Activity Log Sample** in Learning Activity 1.1 (in Module 1, Lesson 1).

continued

Module 2 Physical Activity Log (Grade 11)



Before you begin to record your physical activities in your Physical Activity Log,

- you **must** have a telephone conversation with your tutor/marker to discuss your Physical Activity Plan
- your Plan **must** be approved by your tutor/marker

Logged hours will not be accepted if the telephone conversation and approval have not occurred.

Name _____

- I have submitted my Physical Activity Plan (Assignment 1.2) and discussed it with my tutor/marker.
- My Plan was approved on _____ (insert date).
- I understand my Physical Activity Logs may reflect only those activities that were included as part of my approved Plan.

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			

continued

Module 2 Physical Activity Log (Grade 11) (continued)

Name _____

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
Total Time at Each Intensity Level				
Total Time at All Levels (add the times for Light, Moderate, and Vigorous)		Hours		

I certify that my son/ daughter has completed the physical activities recorded on this chart.

Parent/guardian signature _____ Date _____

Student signature _____ Date _____



Assignment 2.1: Module 2 Physical Activity Log (*continued*)

When you have completed your Module 2 Physical Activity Log, record your times for each intensity level (light, moderate, and vigorous). Then add up those times to get your total time. This Log, like the two other Logs in this course, should list **at least 27 hours of physical activity**. That way, all three Logs will total at least 80 hours, which is the goal for this course.

Assignment 2.1: Module 2 Physical Activity Log, Part A: Recording Your Log—Criteria

Your completed assignment must meet these criteria:

1. Specify your name.
2. Record the dates on which you were physically active.
3. Include the activity description for each day that you were physically active.
4. Identify the intensity level and duration of activity for each day that you were physically active.
5. Add the total time at each activity level.
6. Add the total time at all activity levels (at least 27 hours).
7. Sign the Log.
8. Record the date on which you complete the Log.
9. Have your parent/guardian sign the Log.
10. Record the date on which your parent/guardian completed it.

Part B: Wellness Journal

Now respond to the four questions in the Module 2 Wellness Journal, found on the following pages.

continued

Notes

Module 2 Wellness Journal (Grade 11)

Name _____ Date _____

What behaviours/influences are helping me to achieve, or preventing me from achieving, my physical activity goals?

START

STOP

CONTINUE

1. What do I need to **start** doing (or revise) to help me reach my physical activity goals? Why?

2. What do I need to **stop** doing that is preventing me from reaching my physical activity goals? Why?

continued

3. What do I need to **continue** doing to help me reach my physical activity goals?
Why?

4. For this submission I am very proud of . . .



Assignment 2.1: Module 2 Physical Activity Log (*continued*)

Assignment 2.1: Module 2 Physical Activity Log, Part B: Wellness Journal—Criteria

Your completed assignment must meet these criteria:

1. Provide answers to all four questions.
2. Provide answers that respond directly to the question.
3. Ensure your answers are clear and understandable.
4. Ensure your answers are written in a way that makes sense.
5. Provide (for questions 1 to 3) an answer to the question, "Why?"



Remember, if your assignment does not meet the above criteria, your tutor/marker will have to send it back to you to redo. To receive a Complete designation for this course, all your assignments must meet the specified criteria.

Remember that you will be logging your physical activities throughout this course. So, once you have completed this Module 2 Log, immediately start completing the Module 3 Log, which is found at the end of Module 3.



Assignment 2.2: Benefits of Your Physical Activity Choices

In Module 2, Lesson 1, you learned about the three categories of physical activity benefits. For this assignment, you will write a one-page response (maximum) explaining how you are benefitting from the Physical Activity Plan you created. Refer back to the lesson and the three categories.



Ask your learning partner to help you brainstorm. Write down all the benefits you can think of as quickly as possible.

Your response should be five paragraphs in length, and will be assessed using the following criteria.

Assignment 2.2: Benefits of Your Physical Activity Choices—Criteria

Your completed assignment must meet these criteria:

1. **Introduction:** Include an introductory paragraph of two or three sentences, which
 - a. lists all the activities in your Physical Activity Plan
 - b. states the main point of your response and the topics of your body paragraphs
 2. **Body paragraphs:** Include approximately three paragraphs, including
 - a. one paragraph for each fitness category, which explains how your Plan contributes (or does not contribute) to the category
 - b. at least three examples for each fitness category—if you cannot think of any benefits for a category, describe how you could modify your Plan to include some benefits
 3. **Conclusion:** Include a concluding paragraph of one or two sentences, which briefly summarizes how your Plan benefits you.
 4. Make sure your writing is clear, readable, and understandable.
 5. Make sure your response contains a minimum of spelling and grammar mistakes.
-



Assignment 2.3: Developing Split Routines for Resistance Training

In this assignment you will develop your own split routine for resistance training. Use the guidelines and charts at the end of Module 2, Lesson 7, as examples.

1. State your level of experience and select a split routine appropriate for your level. Use only one routine: Two-Day, Three-Day, Four-Day, or Total Body (Seven-Day).
2. Choose the specific exercises you will use to train the different muscle groups of your body. Use **The Resistance Training Planner**, located after these instructions, to help you make your choices.
3. Write down your chosen exercises in the blank Split Routine charts provided below. You only need to fill out the routine that you selected in point 1 above.
4. Look back at the safety considerations from Lesson 7, and describe the safety factors and guidelines you should keep in mind as you perform your specific split routine.

Two-Day Split Routine

Ideal for Beginner, Intermediate, and/or Advanced	Day 1			
	Day 2			
	Day 3	Rest or go back to Day 1 and repeat.		

Three-Day Split Routine

For Intermediate or Advanced	Day 1			
	Day 2			
	Day 3			
	Day 4	Rest or go back to Day 1 and repeat.		

continued



Assignment 2.3: Developing Split Routines for Resistance Training (*continued*)

Four-Day Split Routine

For Intermediate or Advanced	Day 1			
	Day 2			
	Day 3			
	Day 4			
	Day 5	Rest or go back to Day 1 and repeat.		

Total Body Resistance Routine

Ideal for Beginner, Intermediate, or Advanced	Day 1	Order of Exercises
	Day 3	
	Day 5	
	Day 7	
	Day 1 (Rest)	
	Day 2	
	Day 4	
	Day 6	
	Day 7 (Rest)	
Day 1	Order of Exercises	
Repeat		
Day 1		
Day 3	Order of Exercises	
Day 5		
Repeat		
Day 1	Order of Exercises	
Day 5		
Repeat		

Refer to the criteria for developing split routines for resistance training at the end of this assignment (following the Resistance Training Planner).

continued

Resistance Training Planner

A Resistance Training Planner is available online to assist with planning your exercise routine. This tool contains over 250 exercises of the major muscle groups and provides information on how to perform these exercises correctly and safely. The planner also contains links to other websites for obtaining additional information.

The following exercises have been selected as examples from the Resistance Training Planner, as they are accessible to beginners and can be performed with a set of weights at home or with the use of stretch bands, body weight, and resistance machines at a fitness facility. The principal muscle groups that these exercises help develop are identified below, as well as on the Resistance Training Planner.

Sample Exercises

Exercise	Muscle Group
1. Dumbbell Alternating Shoulder Press	Shoulders—deltoids, trapezius
2. Hammer Curl	Biceps
3. Overhead Dumbbell Triceps Extension	Triceps
4. Bicep Curl	Biceps
5. Crunch	Abdominals—upper
6. Reverse Crunch	Abdominals—lower
7. Chest Press	Chest—pectoralis
8. Push-up	Chest—pectoralis
9. Pec Deck Fly	Chest—pectoralis
10. Bent-over Dumbbell Row	Back—latissimus dorsi, rhomboids
11. Dumbbell Lateral Raise	Shoulders—deltoids, trapezius
12. Dumbbell Front Raise	Shoulders—deltoids, trapezius
13. Calf Raise	Calves—gastrocnemius
14. Leg Curl	Legs—hamstrings
15. Dumbbell Lunge	Legs—quadriceps



The Resistance Training Planner (Excel spreadsheet) is available in the learning management system (LMS). If you are unable to view this document on the Internet, phone the Distance Learning Unit at 1-800-465-9915, and ask to have a copy mailed to you.

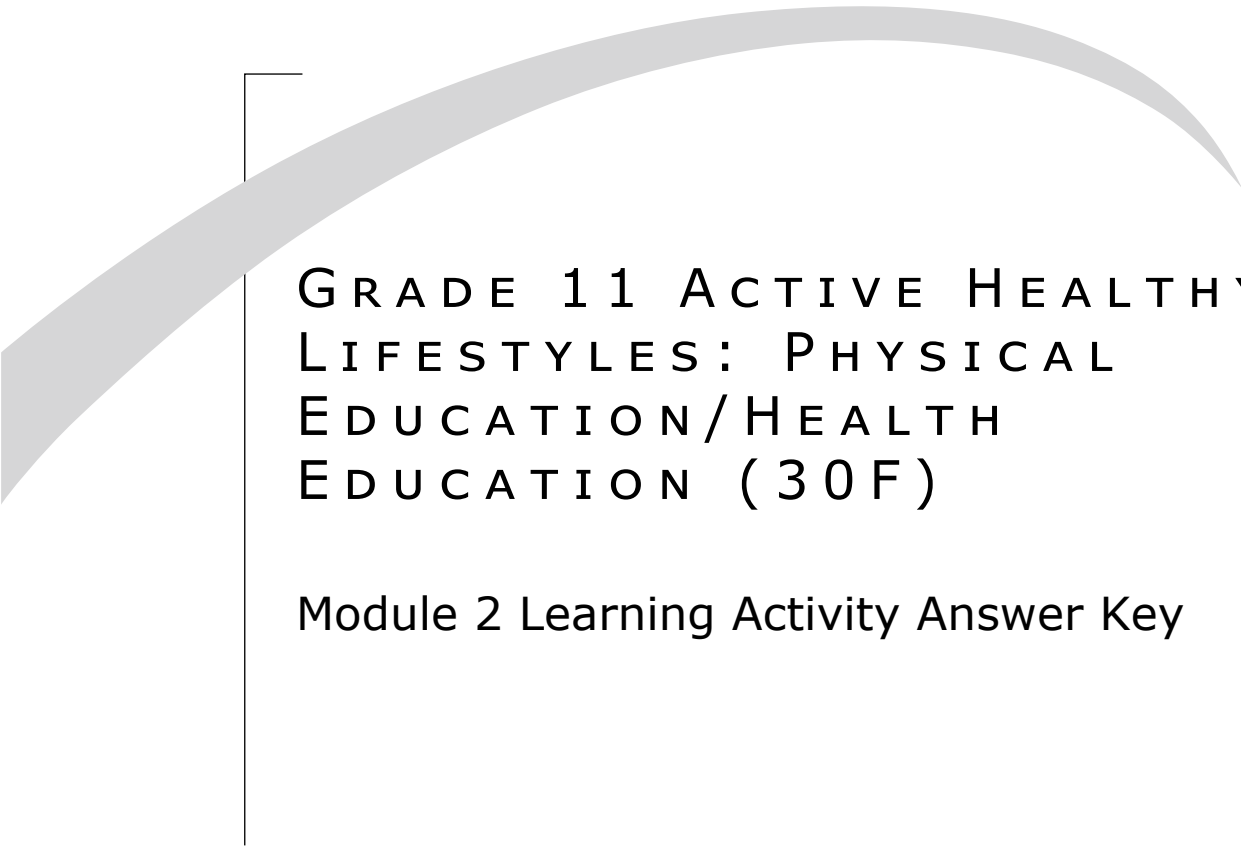


Assignment 2.3: Developing Split Routines for Resistance Training (*continued*)

Assignment 2.3: Developing Split Routines for Resistance Training—Criteria

Your completed assignment must meet these criteria:

1. Reflect the safety considerations and guidelines and the charts found in Module 2, Lesson 7.
 2. State your level of experience and select a split routine appropriate for your level.
 3. Include only a Two-Day, or Three-Day, or Four-Day, or Seven-Day Routine.
 4. Include exercises that train the different muscle groups of your body.
 5. Reflect the Resistance Training Planner (referenced in Assignment 2.3).
 6. Include your chosen exercises in the blank Split Routines charts provided in this assignment.
 7. Include the safety factors and guidelines you should keep in mind as you perform your specific split routine.
-



GRADE 11 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (30F)

Module 2 Learning Activity Answer Key

MODULE 2 LEARNING ACTIVITY ANSWER KEY

Learning Activity 2.1: Changing Behaviour

For this learning activity, you thought of a behaviour, habit, or lifestyle that a person might wish to change. You then described, in your own words, the actions and thoughts of that person at each of the five stages in the Stages of Change model.

There is no simple right or wrong answer to this question. However, your answer needs to include

- a certain behaviour, habit, or lifestyle that a person might like to change
- the five Stages of Change (pre-contemplation, contemplation, preparation/decision, action, and maintenance)
- the actions that the person would take at each stage of change
- the thoughts that the person would have at each stage of change

Learning Activity 2.2: Strategies to Advance in the Stages of Change

For this learning activity, you were asked to do the following:

1. Read five statements and choose the one that best describes your current situation. Be as frank as possible. Discuss it with your learning partner so that you arrive at an honest conclusion.
2. Match your response with the corresponding Stage of Change.
3. Describe two strategies you could use to advance yourself to the next stage of change.

This is another learning activity that does not have a simple answer key because it is based entirely on your needs, how well you know yourself, and how much you are willing to change.

To complete this learning activity well, you had to do the following:

- First, you had to be honest about which of the five statements in question 1 best described your current situation.
- Then, it was likely easy to match up your selected statement from question 1 with the corresponding Stage of Change in question 2.
- Finally, you needed to describe two strategies that you felt would help you to change. You might have found those strategies in Module 2, Lesson 2, or you and your learning partner might have brainstormed them. Many of the best strategies involve talking with people who can encourage and help you.

Learning Activity 2.3: Types of Motivation*

You read the stories or mini-biographies (in Learning Activity 2.3) and decided whether each individual is demonstrating intrinsic or extrinsic motivation for his or her behaviour in an exercise context, giving reasons for your choices.

1. Paul

Paul is **extrinsically motivated**. Paul has started to exercise, but does not value it as a worthwhile activity. He is exercising simply because he has been told by someone in authority that he has to, even though he thinks that it is unnecessary.

2. Hans

Hans has **extrinsic motivation and some intrinsic motivation**. Hans is not exercising because of pressure from another person but because he is putting the pressure on himself. Hans acts because of his anxieties about heart disease and an anticipated sense of guilt that if he does become ill he will be letting down his young family. Thus, although Hans is internally driven, his behaviour is only somewhat self-determined.

3. David

David has strong **intrinsic motivation**. David believes that bodybuilding has changed his life and given him the popularity with his peers that he always wanted, but only because it has made him look good. So, although he now has a strong sense of self-worth, it is highly dependent on his bodybuilding activities. If he were unable to continue with this activity for some reason, it seems likely that his self-esteem would soon begin to suffer.

4. Darlene

Darlene has strong **intrinsic motivation**. Darlene's exercise behaviour shows great self-determination. Even though she finds it difficult to exercise regularly, she still finds the time to fit it into her busy school and work life.

* Source: Markland, David. "The Behavioural Regulation in Exercise Questionnaire—The Theory." *Exercise Motivation Measurement*. 2007. www.bangor.ac.uk/~pes004/exercise_motivation/breq/theory.htm. Adapted with permission.

5. Sheila

Sheila has strong **intrinsic motivation**. Sheila is obviously a very committed exerciser—so much so that she changed careers in order to be able to exercise more. Exercising is so important to Sheila’s sense of who she is, but for her, self-esteem is not on the line in the way that it is for David.

6. Lenin

Lenin has strong **intrinsic motivation**. Although he recognizes the health benefits of exercise, he is not concerned about extrinsic outcomes of exercising; he just loves doing it as a social and physical experience. The immediate rewards of taking part in exercise are the only important factors, and if exercising were to become a chore or like work, as he puts it, there would no longer be any point in doing it.

Learning Activity 2.4: Your Physical Activity Biography

Using the mini-biographies (from Learning Activity 2.3) as examples, you wrote a biography of your own, describing your current physical activity situation.

This is another learning activity that does not have a simple answer key, but gives you the chance to learn a lot about yourself. In fact, this may be one of the best learning activities in this course because it teaches you about the most important thing in your life—you.

Your biography should include the same parts as the mini-biographies in the course. In it, you should include

- an honest evaluation of your level of physical activity, as well as your level of fitness
- an honest evaluation of your level of motivation (i.e., you need to say whether or not you are interested in becoming more active)
- information about your family’s state of fitness and health (e.g., Do you have close relatives who suffer from lifestyle-related conditions such as obesity, diabetes, or heart conditions?)

Learning Activity 2.5: Barriers to Being Active Survey

The Barriers to Physical Activity Quiz* (in Learning Activity 2.5) lists reasons people give to describe why they do not get as much physical activity as they think they should. You were asked to read each statement and circle the number indicating how likely you are to say each of the statements. Check your responses, using the following scoring instructions.

Scoring*

Follow these instructions to score yourself:

- In the spaces provided below, enter the number you circled for the applicable questions (on the quiz), recording the circled number for statement 1 on line 1, statement 2 on line 2, and so on.
- Add the three scores in each row. Your barriers to physical activity fall into one or more of seven categories: lack of time, social influences, lack of energy, lack of willpower, fear of injury, lack of skill, and lack of resources. A score of 5 or above in any category shows that this is an important barrier for you to overcome.

1	+	8	+	15	=		Lack of time
2	+	9	+	16	=		Social influence
3	+	10	+	17	=		Lack of energy
4	+	11	+	18	=		Lack of willpower
5	+	12	+	19	=		Fear of injury
6	+	13	+	20	=		Lack of skill
7	+	14	+	21	=		Lack of resources

* Source: Centers for Disease Control and Prevention. "Barriers to Physical Activity Quiz." *Physical Activity for Everyone: Overcoming Barriers to Physical Activity*. www.cdc.gov/nccdphp/dnpa/physical/life/barriers_quiz.pdf. Adapted with permission.

Learning Activity 2.6: Using the SMART Strategy

For this learning activity, you decided on a fitness goal for yourself, and you used the SMART strategy to determine how you would achieve this goal. Your goal could involve one of the activities from your Physical Activity Plan.



Your chart should include each of the five parts of the SMART strategy. In other words, they should be **s**pecific, **m**easurable, **a**ttainable, **r**ealistic, and **t**ime framed.

Discuss your goals with your learning partner. If you have any questions, contact your tutor/marker.

SMART	Goals
Specific	
Measurable	
Attainable	
Realistic	
Time framed	

Learning Activity 2.7: Assessing Your Physical Activity Plan

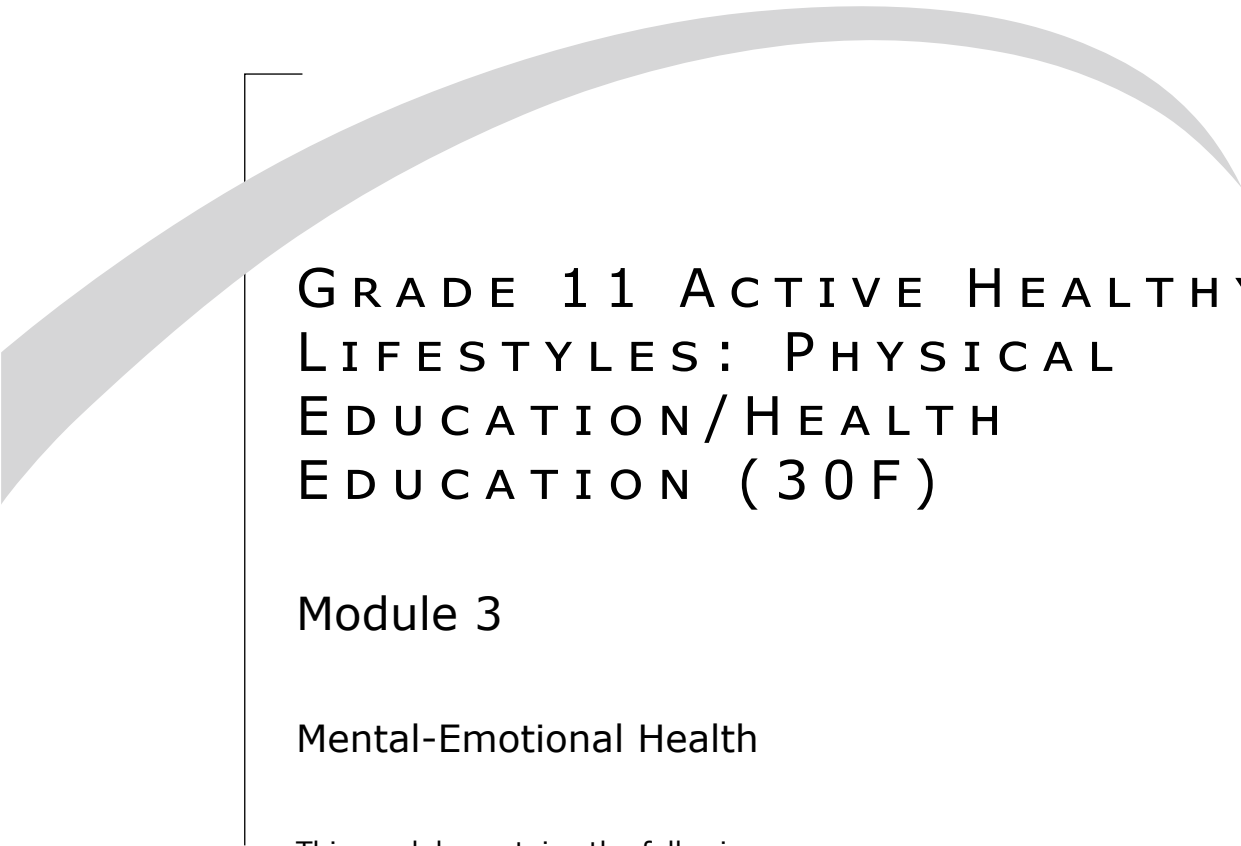
For this learning activity, you assessed your Physical Activity Plan by writing a short reflection, using a set of questions to help you get started.



This is another learning activity that allows you to ask hard, important questions about yourself. Discuss the questions with your learning partner and be as honest as possible. Remember, you are in charge of your own health and fitness.

If you and your learning partner conclude that your Physical Activity Plan is not working for you, contact your tutor/marker and discuss the possibility of improving it.

Notes



GRADE 11 ACTIVE HEALTHY LIFESTYLES: PHYSICAL EDUCATION/HEALTH EDUCATION (30F)

Module 3

Mental-Emotional Health

This module contains the following:

- Introduction
- Lesson 1: Mental Health, Healthy Habits, and Exercise
- Lesson 2: Stress and Body Image
- Lesson 3: Anxiety and Depression
- Module 3 Learning Activity Answer Key
- Module 3 Assignments
 - Assignment 3.1: Module 3 Physical Activity Log
 - Assignment 3.2: Body Image (Scenario)
 - Assignment 3.3: Seeking Professional Help

MODULE 3: MENTAL-EMOTIONAL HEALTH

Introduction

Module 2 of this course introduced you to the three categories of benefits offered by physical activity: fitness, health, and mental-emotional benefits. In this module you will explore mental-emotional health in greater detail, learning about how your mind and body are linked, how mental stress affects your health and your mood, and how physical activity will improve not only your muscles, but your brain as well.

Assessment

When you complete Module 4, you will submit your Module 3 assignments, along with your Module 4 assignments, to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Lesson	Assignment Number	Assignment Title
1	Assignment 3.1	Module 3 Physical Activity Log
2	Assignment 3.2	Body Image (Scenario)
3	Assignment 3.3	Seeking Professional Help

Notes

LESSON 1: MENTAL HEALTH, HEALTHY HABITS, AND EXERCISE

Introduction

This lesson will introduce you to mental-emotional health and how it affects your entire body. You will also learn about mental illnesses and some of the misconceptions concerning them.

After completing this lesson, you will show an understanding of

- how mental-emotional health is an important part of overall well-being
- the stigma regarding mental-emotional health issues and how it discourages people with mental health concerns from seeking help
- the healthy lifestyle practices that support positive mental-emotional health

You will also be able to

- identify and apply positive health strategies to deal with issues such as stress, anxiety, depression, and eating disorders



Assignment 3.1: Module 3 Physical Activity Log

It is now time for you to begin recording the data from your Physical Activity Plan using your Module 3 Physical Activity Log. The assignment details can be found at the end of this module. You will mail or electronically submit the assignment to the Distance Learning Unit when you have completed Module 4. (There is no Log in Module 4.) This means that, as soon as you have completed the Module 3 Physical Activity Log, you should start working on the Module 5 Physical Activity Log.

What Is Mental-Emotional Health?

Mental-emotional health is the state or balance of your thoughts, feelings, and actions. It describes

- how you look at yourself, your life, and other people in your life
- how you evaluate challenges and problems
- how you explore choices

What's the Big Deal?

Your mind and body are directly connected, and stress on your mental-emotional health can lead to physical illness. If you have ever pulled an all-nighter and felt sick afterwards, or gone without proper sleep several days in a row, then you know that taxing your mind will have consequences for your whole body. You may feel headaches afterwards, or find your joints stiff and your muscles aching. Stress and anxiety can even lower the efficiency of your immune system.

Likewise, poor physical health will tax your mental-emotional health. When your body is achy and feverish, you likely won't be in a very good mood. If you are dissatisfied with your appearance or body image, these feelings can manifest as anxiety or depression.

Positive mental health is important to overall wellness and a healthy lifestyle. Common characteristics of individuals with good mental health include

- self-confidence, good self-esteem, and a sense of well-being and satisfaction
- the ability to enjoy life, to laugh, and to have fun
- the ability to deal appropriately with stressors
- a sense of balance between school, family, work, and social life
- the ability to care for others
- participation in meaningful activities and positive relationships
- engagement in activities that contribute to total wellness (body, mind, and spirit)

Mental Illness

Most people will feel isolated, lonely, sad, stressed, or anxious at some point in their lives. These feelings are often short-term and normal reactions to difficult situations, such as the death of a loved one, the loss of a job, or a romantic break-up. However, when these feelings persist for months at a time, or arise without any known origin, they can be signs of a mental illness.

A **mental illness** is a long-term medical condition that disrupts a person's thoughts, mood, or behaviour, and impairs the ability to cope with everyday life. Mental illnesses can arise from a variety of factors, including environment, stressful events from personal history, or psychological factors. Some people are more likely to develop these disorders due to their heredity. People may or may not have control over the factors leading to a mental illness.

Coping with Mental Illness

People encounter stressful situations that could range from minor to major on a day-to-day basis. Depending on the circumstances, individuals may need to seek help if their reactions to stressors (e.g., loss, conflict, illness) become long-term or interfere with other aspects of life.

Most people who experience mental health problems can overcome them or learn to deal with them, but they do need to seek help from a qualified source. People usually do not hesitate to seek medical advice for a physical problem; however, some believe it is shameful or a sign of weakness to seek help for a mental health problem. It is actually a sign of maturity to seek help when encountering a mental or emotional health problem.

Improving Your Mental-Emotional Health

Many minor mental health problems can be relieved by self-help or self-care measures. If you are feeling “down” or “stressed out,” healthy lifestyle practices such as the following can help you feel better:

- Get enough rest and sleep.
- Eat a well-balanced diet.
- Participate in physical activities.
- Avoid caffeine, alcohol, nicotine, and other drugs. Caffeine is a stimulant that will keep you awake, while alcohol slows down your body functions.
- Do something that is enjoyable or relaxing (e.g., go to a funny movie, take a walk, listen to music, read a good book, talk to a friend).
- Attend to spiritual needs (e.g., through visualization, meditation, prayer).
- Make a list of the things that are troubling you or causing tension, and put away the list for the rest of the day.

Some self-care practices, such as the following, involve other people:

- Spend time with people whose company is enjoyable, generally those who have a positive and respectful attitude.
- Talk to trustworthy friends or family members about personal feelings and concerns, and discuss possible reasons for those feelings. Ask them just to listen if advice is not desired.

Physical Activity and Mental-Emotional Health

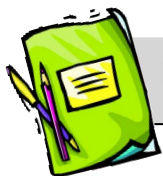
As a result of exercise, the body releases different chemicals that affect the brain. One group of chemicals is called **endorphins**. During exercise, the pituitary gland releases endorphins at an increased rate, producing a pain-killing effect on the body, as well as a feeling of well-being and happiness.

Nerve cells actually become more active during exercise. While working out, your heart rate and the flow of blood to your brain increase, and your brain signals your body to produce special proteins called **neurotrophic factors** (or growth factors). These proteins stimulate nerve cells to grow and connect to one another (neuroplasticity) and to develop new nerve cells (neurogenesis).

The **hippocampus**, a sea-horse-shaped region in the temporal lobe of the brain, is involved in regulating mood and storing memories. It produces two proteins that can be thought of as “fertilizers” for the brain, and exercise increases their production. These proteins are “important prerequisites for nerve growth and survival” (Miller 49). One is neuropeptide Y (NPY) and the other is brain-derived neurotrophic factor (BDNF). BDNF is a natural substance that enhances cognition by boosting the ability of neurons to communicate with one another.

The release of other chemicals such as serotonin, dopamine, norepinephrine, melatonin, and insulin is also affected by exercise. These chemicals can affect appetite, sleep patterns, pleasure, and pain relief. Going for a walk or a run, shooting baskets, skateboarding, participating in a sport, or doing yard work can contribute to better functioning of the mind and body; therefore, exercising is a healthy lifestyle practice for everyone to do every day.

Now work with your learning partner to explore basic habits of good health.



Learning Activity 3.1: Basic Healthy Habits

Healthy lifestyle habits can fall into many different areas. Together with your learning partner, brainstorm healthy habits discussed in Module 3, Lesson 1, and then add one healthy habit for each healthy lifestyle practice category listed in the following chart (one example is provided for each category). Then check your answers with the sample responses provided in the Learning Activity Answer Key at the end of this module.



continued



Learning Activity 3.1: Basic Healthy Habits (*continued*)

Healthy Lifestyle Practice	Healthy Habits
Physical Activity	1. Engage in physical activities for at least 30 minutes per day. 2.
Healthy Eating	1. Follow <i>Eating Well with Canada's Food Guide</i> (Health Canada). 2.
Sleep	1. Get seven to eight hours of sleep every night. 2.
Substance Use	1. Avoid smoking cigarettes. 2.
Body Weight	1. Maintain a healthy body weight by eating healthy foods and being physically active. 2.
Personal Hygiene	1. Bathe or shower regularly. 2.
Dental Hygiene	1. Floss your teeth before going to bed. 2.
Stress	1. Engage in relaxing activities (e.g., listen to music). 2.
Healthy Relationships	1. Surround yourself with friends who make you feel good about yourself. 2.

Summary

Mental-emotional health refers to the state of balance between your thoughts, feelings, and actions, and is tied directly to your physical health. A mental illness is a medical condition that disrupts this balance and impairs your ability to deal with everyday life. While there are healthy lifestyle practices you can keep up in order to improve your mental-emotional health, it is important to seek help for treating mental illnesses. In the next lesson you will learn about two of the contributors to mental-emotional health: stress and body image.

LESSON 2: STRESS AND BODY IMAGE

Introduction

In the previous lesson you were introduced to the idea of mental health. Here, you will learn about stress and body image, two conditions that contribute to the development of mental and emotional health.

After completing this lesson, you will show an understanding of

- how mental-emotional health is a critical part of overall well-being
- how healthy lifestyle practices support positive mental-emotional health and reduce stress
- how healthy bodies come in all shapes and sizes
- the relationship between positive body image and healthy eating behaviours

You will also be able to

- identify and apply positive health strategies to deal with issues such as stress, anxiety, depression, and eating disorders
- examine media influences on self-image and behaviour
- investigate the impact of active healthy lifestyle practices on mental-emotional health issues

What Is Stress?

Stress is the body's response to a perceived danger. Symptoms of stress include headaches, sweating, increased heart rate, and elevated blood pressure. Stress can also cause you to feel powerful emotions such as anger and frustration.

Stress is a very subjective experience – everyone responds to stress in different ways; and the stressors (triggers that cause stress) will vary from person to person. For example, driving on a busy highway may be stressful for a first-time driver, while more experienced motorists may not be bothered by it at all.

Positive and Negative Stress

A certain level of stress is not a bad thing. In important situations (e.g., a championship sports game, a school examination) you may experience an intense excitement that fills you with energy. The tension your body feels is a positive stress motivating you to complete the task at hand.

If you are under too little stress, it may be difficult to keep motivated, and your work may suffer. Too little stress can express itself in feelings of boredom, whereas an optimum level of stress will keep you alert and energetic.

Still, excessive levels of stress can be destructive and interfere with your ability to cope with challenges. These excessive levels of stress occur when

- what is asked of you is beyond your perceived abilities
- too much is asked of you in too short a space of time
- unnecessary obstacles are put in the way of achieving your goals

Effects of Negative Stress

When your body experiences negative stress, your mind enters a fight-or-flight state of thinking; to eliminate the stressor, you must either confront it or escape it. Entering this state of mind may result in

- losing precise motor control (clumsy motions)
- narrowed attention and “tunnel vision”
- viewing competition as a threat, rather than as a challenge

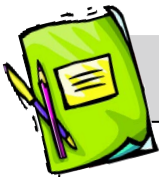
Most dangerous of all, the panic that accompanies negative stress interferes with your thought process. When people are stressed, they are consumed with worry and make quick and often unwise decisions in order to escape a high-pressure situation. Stores and salespeople often create stressful situations in order to encourage customers to buy their products immediately (e.g., “Hurry in, because our sale ends today!” “Act now, while supplies last!”).

It is in your best interest, then, to learn how you can manage negative stress.

Coping with Negative Stress

One of the main contributors to negative stress is negative thinking. When you approach a new or difficult situation with a sense of defeat, thinking “I can’t do this” or “I’m in trouble,” your body will respond to your thoughts by tensing up and entering a panicked state. Now nervous and stressed out, your body is poorly prepared to meet and adapt to oncoming challenges, and you will have fulfilled your negative predictions.

For many people, physical activity is an effective strategy for managing stress. Bouts of movement allow your muscles to release their stored energy, reducing the tension in your body. In fact, exercising your body releases the hormone **endorphin** which, as you learned in Lesson 1, is known to improve mood and produce a feeling of happiness.



Learning Activity 3.2: Stressful Situations

1. Complete the following chart by providing examples of stressful situations you have experienced.

Example: *I felt very angry when my parents would not let me go to a friend’s party.*

2. For each example, briefly state how you dealt or coped with the situation.

Example: *I yelled at my mother and told her that I hated her.*

3. a. Identify whether your method of coping was a positive (+) strategy or a negative (-) strategy. Explain your reasoning.
b. If your strategy was negative, provide an alternative, positive strategy.

Example: *This was a negative strategy because it hurt my mother, and it did not help me get to the party. Instead of yelling, I should have tried to talk things over with my mother, find out why she didn’t want me to go, and whether we could come to a compromise.*

continued



Learning Activity 3.2: Stressful Situations (*continued*)

Strategies for Dealing with Stressful Situations			
Situations	What did I experience?	How did I deal with the situation?	Did I handle it in a positive or a negative way?
Situations That Make Me Angry			
Situations That Make Me Frustrated			
Situations That Make Me Worry			

When you have completed this chart, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.

What Is Body Image?

Your **body image** is the perception you have about your body, especially in terms of physical appearance, attractiveness, and beauty. How you feel about your body and how you think it looks to other people both contribute to your body image. It is important to remember that body image is a **perspective** and that in some cases a perspective may not be objective.

Factors Affecting Body Image

Body image can be shaped either negatively or positively by factors such as the following:

- **Self-esteem:** How you view your body is related to how you evaluate your physical abilities, skills, communication skills, and family role. Low self-esteem may develop if “ideal” body standards are not met, and may result in size misperceptions, faulty beauty beliefs about body shape, and negative feelings about one’s own body (Sheena’s Place, “Body Image”).
- **Friends and family:** The comments and criticisms received from close relations can also reinforce or change self-perception. Off-hand comments about weight, skin, or hair can be all the more devastating or uplifting when they come from a friend or relative who knows you well.
- **Media images:** Television, film, and fashion all place strong emphasis on appearance and beauty, promoting body images that are unrealistic for most people.
- **Major life changes:** Physical changes that occur during puberty or result from medical problems, surgery, or a sports injury can force a re-evaluation of your body.

Body Image and Stress

People with a negative body image describe themselves as dissatisfied with, or embarrassed by, their physical appearance, and often worry that they are being evaluated by others. “People with negative body image may

- engage in excessive body checking (weighing, measuring, and trying on clothing)
- camouflage their size and shape with loose and bulky clothing
- avoid social situations that trigger physical self-consciousness
- avoid exposing their bodies (not wearing bathing suits or shorts)” (Sheena’s Place)

Negative body image can be a significant mental health issue. The stress created by this constant concern over appearance can lead to some truly damaging disorders:

- **Body dysmorphic disorder (BDD)** is a disorder characterized by a person's preoccupation with an aspect of his or her body that he or she thinks is a problem, to the point where the person becomes obsessed with this "defect." The most common focus of preoccupation is the nose, skin, or hair, but other body parts can also be the focus. In addition to spending a lot of time obsessing over a feature of their body, people with BDD experience anxiety and/or depression, and may avoid social situations. People have been known to try plastic surgery to "fix" the problem but end up worse off because the insecurity that led to the preoccupation has not been treated.
- **Muscle dysmorphia (or bigorexia)** is the obsessive feeling that your muscles are too small or too weak. In an attempt to avoid this self-perception, individuals with this disorder often spend unrealistic amounts of time working out in the gym, and yet they don't feel "good enough." Muscle dysmorphia occurs most often in men, but has been known to occur in women as well.

The pressure of maintaining a certain body size or shape can also lead people to develop eating disorders, such as the following:

- **Anorexia nervosa:** Individuals with this disorder have a fear of weight gain that leads them to reduce their food intake severely, starving themselves in order to lose weight.
- **Bulimia nervosa:** Persons with this disorder attempt to avoid or manage weight gain through frequent purging of food (e.g., vomiting, using laxatives).
- **Binge eating disorder (also called compulsive overeating):** Persons who have this disorder feel compelled to eat – often as a way of coping with stress, hurt, or anger – to the point where eating habits grow out of control.

A 2001 study showed that 27% of Ontario girls between 12 and 18 years of age were engaged in an eating disordered food and weight behaviour (Jones, et al). Today, eating disorders are the third most common illness in adolescent girls (Adolescent Medicine Committee).

Dealing with Body Image

It is important to remember that each body is different. All people have different genetics, which influence facial features, body shape, height, and weight. Even if we all ate the same things and did the same amount of exercise, we would not all look alike.

The ideal body is one that allows you to feel strong and energetic and lets you lead a healthy life. Someone with a healthy body has the energy to spend time with friends, participate in sports and physical activities, enjoy hobbies, and concentrate on school or work. Try not to compare yourself to the unrealistic images on television and in magazines. Instead, eat balanced meals full of nutritious foods and participate in moderate to vigorous physical activity regularly.



Assignment 3.2: Body Image (Scenario)

You have just learned about stress and body image. You will now read the scenario found in Assignment 3.2 and answer six questions based on the scenario. To achieve a **Complete** on this assignment, you must answer all questions fully, in complete sentences, drawing examples directly from the scenario. The assignment details and criteria can be found at the end of this module.

Summary

Stress is your body's response to a perceived threat, and can lead to fight-or-flight reactions if it grows out of control. Body image is the perception you have of your appearance, and can contribute to stress if this perception is negative. Physical activity is a way to deal with both these issues—it can release pent-up stress and strengthen your body.

Notes

LESSON 3: ANXIETY AND DEPRESSION

Introduction

This lesson focuses on anxiety and depression, two of the more common disorders affecting mental-emotional health.

After completing this lesson, you will show an understanding of

- the signs and symptoms of anxiety and depression
- how active healthy lifestyle practices can help to deal with anxiety, depression, and the promotion of positive mental-emotional health
- the community service agencies available to support individuals concerned about mental-emotional health issues

You will also be able to

- identify and apply positive health strategies to deal with issues such as stress, anxiety, depression, and eating disorders
- examine the signs and symptoms of mental-emotional health issues related to stress, anxiety, depression, and eating disorders
- identify community service agencies that support individuals concerned about mental-emotional health issues
- apply problem-solving and decision-making strategies in case scenarios related to selected mental-emotional health issues

Anxiety Disorders

Anxiety, or feeling anxious, describes a mood familiar to most people. Anxiety comes from a concern over a lack of control over circumstances. In some cases, being anxious and worrying over a problem may generate a solution; normally, however, it will just result in negative thinking.

Everyday worrying becomes an **anxiety disorder** when your anxious feelings seem to come out of nowhere without an identifiable source and persist for weeks without relief, interfering with your everyday life.

Symptoms

Common symptoms of anxiety disorders include

- shortness of breath
- shakiness
- muscle aches and tension
- racing heart
- choking sensations
- numbness or tingling
- irritability
- insomnia and restlessness
- sweating and nausea
- feelings of unreality

Emotionally, people with an anxiety disorder may feel short-tempered and apprehensive, fearing that bad things are about to happen.

Causes

There is no single, identified origin of anxiety disorders; rather, they seem to arise due to a combination of biological, psychological, and social causes. Some people may be predisposed to anxiety disorders due to abnormalities in the brain, while others may acquire an anxiety disorder due to traumatic events or an unpredictable lifestyle.

Depression

Depression is a mental disorder in which people show constant feelings of sadness and despair and a loss of interest in previous sources of pleasure.

Some people still think (as they did in the past) that depression is “all in the head” and, with some willpower, a person could “get over it.” Health professionals now know that depression is not a weakness, and it is not something people can treat on their own. Depression is a medical disorder with a biological and chemical basis, and it may affect people of all ages and nationalities.

Symptoms

The two main symptoms of depression are a lack of interest in normal daily living (even in activities that were previously enjoyable) and feeling miserable or “down in the dumps.”

People with depression usually exhibit

- lack of energy
- sluggish movement
- decreased appetite
- difficulty sleeping
- irritability and brooding
- feelings of hopelessness
- body aches

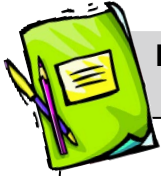
A health professional would look for symptoms lasting at least two weeks.

Different age groups may react differently to depression. For example, children may pretend to be sick, perform poorly in school, or act out to cover up their feelings of sadness. Older people may focus more on complaining about the physical symptoms of depression rather than about the situations causing them to feel that way.

Causes

Research suggests that a variety of factors can lead to depression: heredity, personality type, and environmental influences. Sometimes depression is triggered by a stressful life event; at other times, depression seems to occur spontaneously with no identifiable cause. Depression may occur only once in a person’s life or it could be a chronic condition, reappearing over time.

In the following learning activity, you will read some mental health case studies and reflect on them.



Learning Activity 3.3: Signs and Symptoms of Mental Health Issues

For each of the following five case studies or scenarios, identify the mental health issue demonstrated by the person. If you are having difficulty, review all the lessons in this module. Ask your learning partner to work with you.



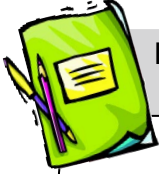
When you have finished identifying the mental health issues in the scenarios, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.

Mental Health Scenarios*

1. Suzie's mother died a year ago, but Suzie just can't seem to move on. Suzie is still having a hard time sleeping at night and concentrating in school. Last week, I even caught Suzie crying in the school washroom. Some people have seen her take some pills.
2. Brandon has recently graduated from high school and will be attending a local university this year. Brandon was always exercising and working out in high school. He now spends a lot of time weight training at the gym. He's been putting on a lot of muscle lately, and he is always talking about working out and getting bigger. Brandon takes supplements, drinks protein shakes, and has started using creatine (amino acid). When I'm talking to Brandon it almost sounds as if he wants to become the next "superman." I'm really worried about Brandon because he gets agitated and angry very easily.
3. Jenny is my best friend. We both play volleyball. We've been playing volleyball together since Grade 7. I've noticed that every winter Jenny withdraws from her friends and always seems sad. Every winter, I think that it's me . . . that I've done something to Jenny to upset her. Once spring hits, Jenny slowly returns to her "normal" self.

* Source: Ballard, Michelle. "Mental Health Scenarios." *PE Central: Health Lesson Ideas*. 2002. www.pecentral.org/lessonideas/ViewLesson.asp?ID=3221. Adapted by permission of PE Central (pecentral.org), the premier website for physical education teachers.

continued



Learning Activity 3.3: Signs and Symptoms of Mental Health Issues (*continued*)

4. Chris is constantly worried about catching colds. In fact, Chris washes his hands about 20 times a day. When asked, Chris says that he cannot afford to be sick, and then goes into a lecture about how many germs there are around. Sometimes Chris washes his hands so much that they bleed.
5. Hailey's parents were divorced when she was six. Since then, she has been spending every second weekend with her father. She is now in high school and doesn't want to go to her father's house every second weekend anymore. She wants to work and spend more time with her school friends. Her father lives in another part of the city quite a distance away. When she's at his house there isn't much to do, and he's a smoker, which bothers her, but she realizes that he is lonely and needs her help to do household chores.

Prevention Strategies

Learning how to control feelings through healthy lifestyle practices can help reduce or prevent anxiety. Stress-management strategies may include deep breathing, relaxation, guided imagery or visualization, yoga, meditation, and calming self-talk.

Exercise is not a cure for depression or anxiety, but its psychological and physical benefits can improve the symptoms. Ultimately, these are medical conditions that require professional assistance to treat.

It is important to know how to find professional help. The following assignment will help you with that. You will identify some places in your community where you or somebody else can get professional help.



Assignment 3.3: Seeking Professional Help

You have just learned about anxiety and depression, two of the more common disorders affecting mental-emotional health. This assignment consists of two parts:

- In Part A, you will research community resources and record your findings.
- In Part B, you will gather information about an anxiety disorder or about depression and create a brochure or a pamphlet on the selected topic, including the information you gathered in Part A.

To achieve a **Complete** on this assignment, you must meet the criteria identified for both parts of this assignment. The assignment details and criteria can be found at the end of this module.

Summary

In this lesson you learned about the symptoms and causes of anxiety and depression. Exercise can alleviate some of the symptoms, but it is important to remember that anxiety disorders and depression are medical conditions that require professional assistance.

MODULE 3 SUMMARY

Congratulations! You have finished Module 7. Just one more to go!



Submitting Your Assignments

You will not submit your Module 3 assignments to the Distance Learning Unit at this time. Instead, you will submit them, along with the Module 4 assignments, when you have completed Module 4.

Module 3 Review Questions

Lesson 1

1. How is mental-emotional health different from mental illness?
2. How do active lifestyle practices affect mental-emotional health issues such as anxiety, depression, stress, and eating disorders?
3. How do mental-emotional health issues affect your lifestyle?

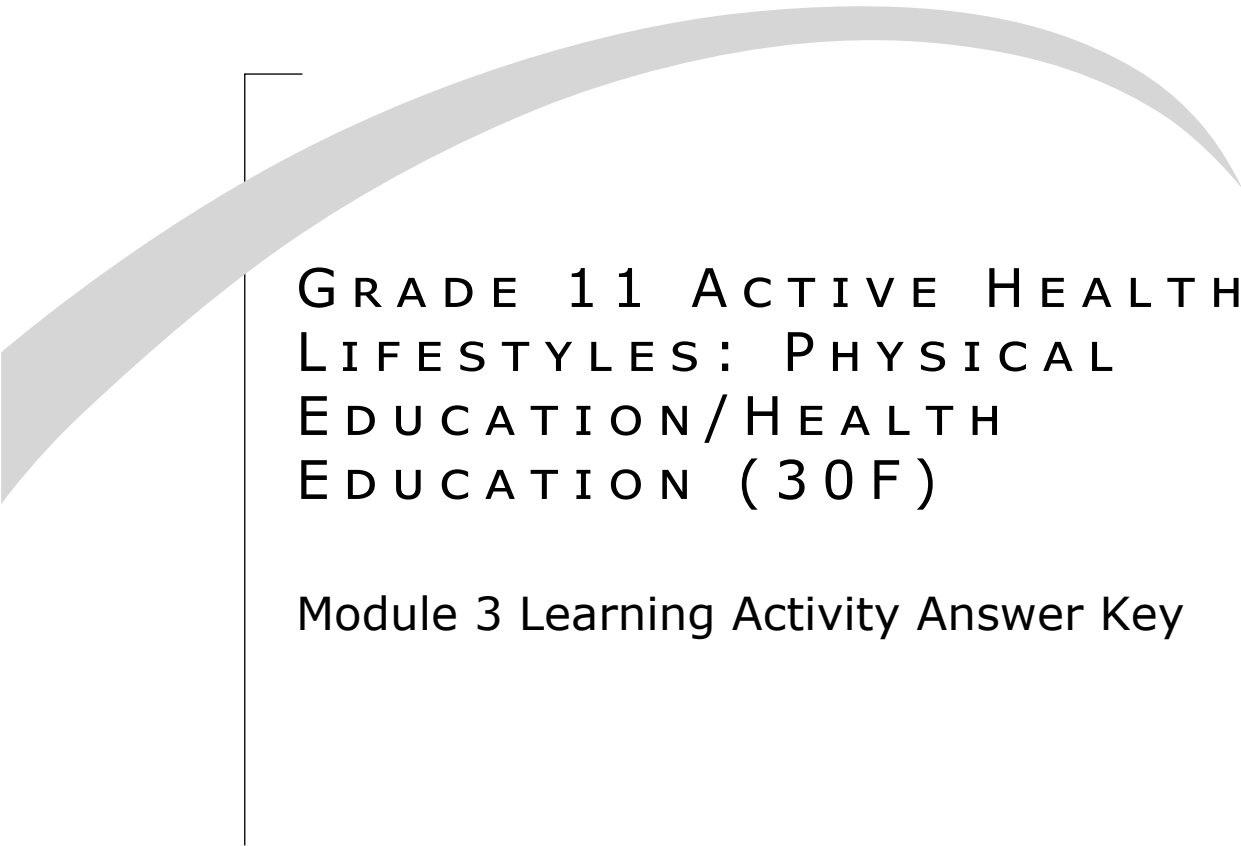
Lesson 2

1. How does exercise help reduce stress?
2. Explain the connections between body image and mental health.

Lesson 3

1. What are important signs and symptoms of anxiety disorders and depression?
2. How does an active healthy lifestyle support positive mental-emotional health?
3. What health agencies support people dealing with mental-emotional health issues in your community?

Notes



GRADE 11 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (30F)

Module 3 Learning Activity Answer Key

MODULE 3 LEARNING ACTIVITY ANSWER KEY

Learning Activity 3.1: Basic Healthy Habits

Healthy lifestyle habits can fall into many different areas. Together with your learning partner, you brainstormed healthy habits discussed in Module 3, Lesson 1, and then added one healthy habit for each healthy lifestyle practice category listed below.

Sample answers are provided below. Your answers will vary from those suggested here, but they should all reflect healthy habits.

Healthy Lifestyle Practice	Healthy Habits
Physical Activity	<ol style="list-style-type: none">1. Engage in physical activities for at least 30 minutes per day.2. Perform chores around the house/apartment and yard.
Healthy Eating	<ol style="list-style-type: none">1. Follow <i>Eating Well with Canada's Food Guide</i> (Health Canada).2. Limit my intake of fast food.
Sleep	<ol style="list-style-type: none">1. Get seven to eight hours of sleep every night.2. Cut back on caffeine.
Substance Use	<ol style="list-style-type: none">1. Avoid smoking cigarettes.2. Don't drink alcohol.
Body Weight	<ol style="list-style-type: none">1. Maintain a healthy body weight by eating healthy foods and being physically active.2. When I'm hungry, I'll eat a fruit first. Then, if I'm still hungry, I might eat a less healthy snack.
Personal Hygiene	<ol style="list-style-type: none">1. Bathe or shower regularly.2. Clean my room.
Dental Hygiene	<ol style="list-style-type: none">1. Floss your teeth before going to bed.2. Visit the dentist regularly.
Stress	<ol style="list-style-type: none">1. Engage in relaxing activities (e.g., listen to music).2. Hang out with my grandparents.
Healthy Relationships	<ol style="list-style-type: none">1. Surround yourself with friends who make you feel good about yourself.2. Invite my parents out for supper.

Learning Activity 3.2: Stressful Situations

For this learning activity, you were asked to complete the following chart by

1. providing examples of stressful situations you have experienced
2. briefly stating how you dealt or coped with the situation
3. identifying whether your method of coping was positive or negative, explaining your reasoning (and, if your strategy was negative, providing an alternative, positive strategy)

Compare your responses to those provided below.

Strategies for Dealing with Stressful Situations			
Situations	What did I experience?	How did I deal with the situation?	Did I handle it in a positive or a negative way?
Situations That Make Me Angry	My little brother often used to take my stuff and lose it or break it.	I wanted to scream at him, but I didn't. Instead, I told him that I really, really didn't like it and that it really bothered me and that I wanted him to stop.	It was pretty positive. My brother still takes my stuff sometimes, but not as often as he used to.
Situations That Make Me Frustrated	I didn't understand what was going on in math class for about three days in a row. I couldn't get what the teacher was talking about. I was getting farther behind, and I was afraid that I would fail, and then I'd have to take Grade 11 Math again next year.	I asked my friend to come with me to ask the teacher for help after class. I felt like a loser, but I did it anyway. She asked me some questions and told me that I missed something in Grade 10. So she taught me the Grade 10 stuff, and now I understand the Grade 11 Math.	This was positive because I don't feel frustrated anymore in math class and I'm going to pass.
Situations That Make Me Worry	My parents argue a lot and I'm worried that things are going to get worse, and they might split up, and I would have to move to a cheap apartment somewhere with my dad, and my mom would go live in another dumpy apartment with my sister.	I told my mom because she is easier to talk to than my dad. I asked her whether she and Dad were going to split up. She said she wasn't sure, but everything would be OK. I wasn't sure what that meant. I felt a little better, so I went outside to play street hockey.	It was positive because I feel a little better, and I feel like I can talk to my mom about it any time. I also feel better because I got some exercise.

Learning Activity 3.3: Signs and Symptoms of Mental Health Issues

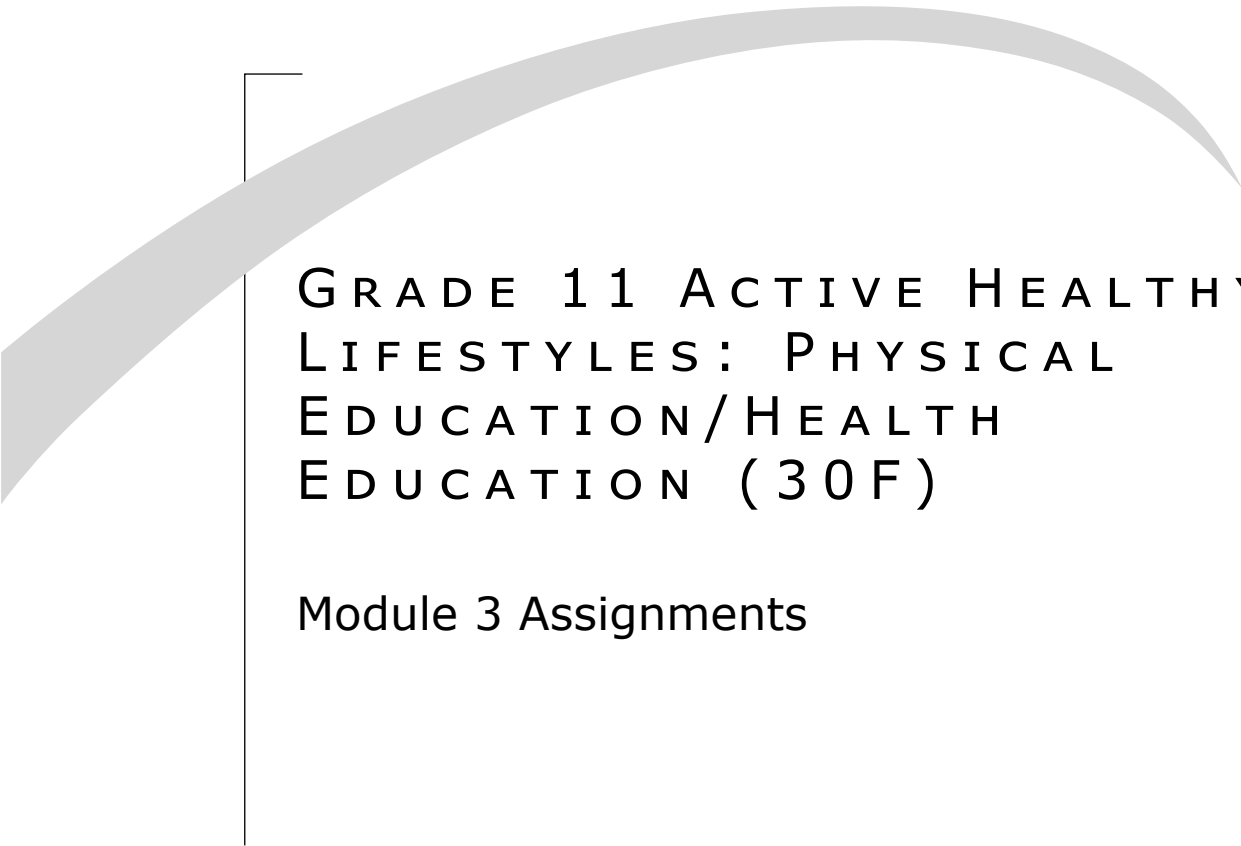
For this learning activity you were asked to read five case studies or scenarios and identify the mental health issue demonstrated by each person. Compare your responses to those provided below.

Mental Health Scenarios*

1. Suzie is experiencing difficulty sleeping and showing a lack of concentration. Suzie is likely dealing with **depression**, possible related to the death of her mother.
2. Brandon shows symptoms of **muscle dysmorphia**. Brandon has been spending an increasing amount of time weight training at the gym and, in conversations, shows he is constantly worried about building up muscle mass. Also, although physical exercise is shown to improve mental-emotional health, Brandon's friends find him quick to anger.
3. Jenny is showing signs of a **seasonal affective disorder**. Every winter, Jenny isolates herself and becomes depressed; however, her good spirits return with the spring. Since this has happened consistently every year for some time, it suggests that her health may be influenced by climate factors.
4. Chris displays signs of **anxiety** and **obsessive-compulsive disorder**. While most people are concerned about germs and keeping clean, Chris washes himself to the point where he hurts himself and his hands bleed. His phobia is interfering with his day-to-day life, which suggests an anxiety disorder. Chris's need to repeat actions (washing 20 times a day) may be due to an obsessive-compulsive disorder.
5. Overall, Hailey is a healthy individual, able to attend school, interested in finding work, and wanting to spend time with her friends. If anything, the tension between Hailey and her father may be causing Hailey to experience **stress**. Although she loves her father and sympathizes with his loneliness, his smoking and her travelling between houses are beginning to wear on her mental-emotional health and may be causing unnecessary stress.

* Source: Ballard, Michelle. "Mental Health Scenarios." *PE Central: Health Lesson Ideas*. 2002. www.pecentral.org/lessonideas/ViewLesson.asp?ID=3221. Adapted by permission of PE Central (pecentral.org), the premier website for physical education teachers.

Notes



GRADE 11 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (30F)

Module 3 Assignments

MODULE 3 ASSIGNMENTS



Assignment 3.1: Module 3 Physical Activity Log

It is time for you to continue recording your physical activities, using your Physical Activity Log.

This assignment consists of two parts:

- Part A: Recording Your Log
- Part B: Wellness Journal

Every time you perform a physical activity from your Physical Activity Plan you need to record

- the types of physical activities in which you participated
- the date you engaged in physical activities
- the amount of time (hours and fractions of hours) you spent participating in activities of various intensity:
 - **Light activities:** You begin to notice your breathing, but talking is fairly easy.
 - **Moderate activities:** You can hear yourself breathe, but can still talk.
 - **Vigorous activities:** You are breathing heavily. It is difficult to talk.

Part A: Recording Your Log

To record your **Module 3 Physical Activity Log**, use the chart found on the next page. Alternatively, if you have access to the Internet, you can download one of two online logs to complete your Log electronically:



- The Physical Activity Log: Generic Calendar is located at www.edu.gov.mb.ca/k12/cur/physhlth/generic_log_calendar.xls.
- The Physical Activity Log: Independent Study is located in the learning management system (LMS).

Before completing your Log, review the **Module 2 Physical Activity Log**.

continued

Notes

Module 3 Physical Activity Log (Grade 11)



Before you begin to record your physical activities in your Physical Activity Log,

- you **must** have a telephone conversation with your tutor/marker to discuss your Physical Activity Plan
- your Plan **must** be approved by your tutor/marker

Logged hours will not be accepted if the telephone conversation and approval have not occurred.

Name _____

- I have submitted my Physical Activity Plan (Assignment 1.2) and discussed it with my tutor/marker.
- My Plan was approved on _____ (insert date).
- I understand my Physical Activity Logs may reflect only those activities that were included as part of my approved Plan.

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			

continued

Module 3 Physical Activity Log (Grade 11) (continued)

Name _____

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
Total Time at Each Intensity Level				
Total Time at All Levels (add the times for Light, Moderate, and Vigorous)		Hours		

I certify that my son/ daughter has completed the physical activities recorded on this chart.

Parent/guardian signature _____ Date _____

Student signature _____ Date _____



Assignment 3.1: Module 3 Physical Activity Log (*continued*)

When you have completed your Module 3 Physical Activity Log, record your times for each intensity level (light, moderate, and vigorous). Then add up those times to get your total time. This Log, like the two other Logs in this course, should list **at least 27 hours of physical activity**. That way, all three Logs will total at least 80 hours, which is the goal for this course.

Assignment 3.1: Module 3 Physical Activity Log, Part A: Recording Your Log—Criteria

Your completed assignment must meet these criteria:

1. Specify your name.
2. Record the dates on which you were physically active.
3. Include the activity description for each day that you were physically active.
4. Identify the intensity level and duration of activity for each day that you were physically active.
5. Add the total time at each activity level.
6. Add the total time at all activity levels (**at least 27 hours**).
7. Sign the Log.
8. Record the date on which you complete the Log.
9. Have your parent/guardian sign the Log.
10. Record the date on which your parent/guardian completed it.

Part B: Wellness Journal

Now respond to the four questions in the Module 3 Wellness Journal, found on the following pages.

continued

Notes

Module 3 Wellness Journal (Grade 11)

Name _____ Date _____

What behaviours/influences are helping me to achieve, or preventing me from achieving, my physical activity goals?

START

STOP

CONTINUE

1. What do I need to **start** doing (or revise) to help me reach my physical activity goals? Why?

2. What do I need to **stop** doing that is preventing me from reaching my physical activity goals? Why?

continued

3. What do I need to **continue** doing to help me reach my physical activity goals?
Why?

4. For this submission I am very proud of . . .

continued



Assignment 3.1: Module 3 Physical Activity Log (*continued*)

Assignment 3.1: Module 3 Physical Activity Log, Part B: Wellness Journal—Criteria

Your completed assignment must meet these criteria:

1. Provide answers to all four questions.
2. Provide answers that respond directly to the question.
3. Ensure your answers are clear and understandable.
4. Ensure your answers are written in a way that makes sense.
5. Provide (for questions 1 to 3) an answer to the question, "Why?"



Remember, if your assignment does not meet the above criteria, your tutor/marker will have to send it back to you to redo. To receive a Complete designation for this course, all your assignments must meet the specified criteria.

Remember that you will be logging your physical activities throughout this course. So, once you have completed this Module 3 Log, immediately start completing the next one, which is the Module 5 Log (there is no Log in Module 4). Your Module 5 Log is found at the end of Module 5.



Assignment 3.2: Body Image (Scenario)

Read the scenario below and answer the questions that follow. To achieve a **Complete** on this assignment, you must answer all questions fully, in complete sentences, drawing examples directly from the scenario.

Scenario

Amanda was a happy child growing up in a middle-class neighbourhood in a home with both her parents. During her years in elementary school, she had a small circle of close friends. At the end of Grade 6, only a couple of her friends enrolled in the same Middle Years school as Amanda. While she tried to keep in touch with all her friends, she soon lost contact with them and was forced to make new friends.

Amanda was tall for her age and was encouraged to join the volleyball and basketball teams. During her time in Middle Years school, she did well in her subjects as well as in sports. Amanda was not a star player, but she was reliable and attended all her practices. Her coaches had her play at every game because of her work ethic.

When Amanda moved to high school, she tried out for the volleyball team but didn't make the first cut. Disappointed by this, she decided not to try out for the basketball team. At about this time, Amanda started to feel self-conscious about her weight. She refused to wear bikinis to the beach, and wore baggie outfits to hide what she thought was a belly. Amanda started comparing herself with others around her and found herself becoming jealous of other people. She felt they had more than she had and that their lives were better than her life. As a result, Amanda started to avoid going out and being with her friends.

It took some time for Amanda to work through her feelings. Things started to turn around for her when she decided to join a gym. In time, Amanda felt healthier, both physically and mentally. She decided to coach volleyball at her Middle Years school, and found that the time she spent volunteering helped her to develop a more positive outlook on life.

continued



Assignment 3.2: Body Image (Scenario) (*continued*)

Questions

1. What is body image?

2. How did Amanda's body image contribute to her stress level?

3. Identify **three** factors that affected Amanda's perception of her body image, giving examples from the scenario to support your answer.

4. How did Amanda deal with her body image initially?

5. What changes did Amanda make in her life, and how did they affect her?

6. What is an "ideal body"?

continued



Assignment 3.2: Body Image (Scenario) (*continued*)

Assignment 3.2: Body Image (Scenario)—Criteria

Your completed assignment must meet these criteria:

1. Answer all six questions in full sentences.
 2. Provide answers that respond directly to the scenario.
 3. Ensure your answers are clear and understandable.
-



Assignment 3.3: Seeking Professional Help

This assignment consists of two parts:

- In Part A, you will research community resources and record your findings in a table provided.
- In Part B, you will gather information about an anxiety disorder or about depression and create a brochure or a pamphlet on the selected topic, including a community resources section based on the information you gathered in Part A.

To achieve a **Complete** on this assignment, you must meet the criteria identified for both parts of the assignment.

Part A: Community Resources

Use a variety of resources (e.g., the Internet, telephone directories, school counsellors) to identify **three** local community agencies or organizations that offer supports and services for mental-emotional health issues. If you have access to the Internet, you can visit the Manitoba Healthy Schools website at www.gov.mb.ca/healthyschools/topics/mental/mood.html.



For each of the three community agencies or organizations, include the following:

- State the name of the agency or organization.
- Provide contact information (phone number and street or website address).
- Describe the supports and services provided.

Use the following table to record your responses. An example is provided.

continued

Mental-Emotional Health Services		
Name of Agency or Organization	Contact Information	Supports and Services Provided
Klinik Community Health Centre— 24 Hour Crisis Line	Website: www.klinik.mb.ca/counsel-crisis.htm Phone: 786-8686	Klinik's Crisis Program operates a Crisis Phone Line that offers confidential counselling, support, and referral. Counsellors are there to help improve the quality of life of callers and to prevent suicides. The Crisis Line operates 24 hours a day, seven days a week.

continued



Assignment 3.3: Seeking Professional Help (*continued*)

Part B: Brochure or Pamphlet

Create a brochure or a pamphlet providing accurate, relevant, and clear information about an anxiety disorder or about depression. Use a variety of resources (e.g., the Internet, telephone directories, newspapers, magazines, videos, books) to gather information about your selected topic.



Be sure to include the following in your brochure or pamphlet:

- Provide a definition of the selected anxiety disorder or depression.
- Describe the signs and symptoms.
- Describe possible causes.
- Identify community resources (e.g., local agencies or organizations) that offer supports and services related to your topic. State the name of the agency or organization and provide contact information (phone number and street or website address).
- Provide at least four references for the source of your information (e.g., use a variety of resources, such as the Internet, telephone directories, newspapers, magazines, videos, books).

To receive a **Complete** on this assignment, you must attain a total of 7 or more marks out of 12, using the following assessment rubric.

continued

Assessment Rubric for Brochure or Pamphlet

Criteria	4 marks	3 marks	2 marks	0 or 1 mark
Accuracy	<ul style="list-style-type: none"> ■ Information presented about the chosen topic is accurate. 	<ul style="list-style-type: none"> ■ Information presented about the chosen topic is somewhat accurate. 	<ul style="list-style-type: none"> ■ Information presented about the chosen topic has limited accuracy. 	<ul style="list-style-type: none"> ■ Information about the chosen topic is incorrect and/or demonstrates a lack of understanding of the task.
Relevance	<ul style="list-style-type: none"> ■ Information is fully relevant and enhances the reader's understanding of the topic. ■ Two community resources are provided, including the name and complete contact information. 	<ul style="list-style-type: none"> ■ Information is somewhat relevant and enhances the reader's understanding of the topic. ■ Two community resources are provided, but with incomplete contact information. 	<ul style="list-style-type: none"> ■ Information has limited relevance and contributes little to the reader's understanding of the topic. ■ One community resource is provided, including contact information. 	<ul style="list-style-type: none"> ■ Information is not relevant and does not contribute to the reader's understanding of the topic. ■ No community resources are provided.
Clarity	<ul style="list-style-type: none"> ■ Information is well organized and presented in a clear and logical manner. ■ No grammar, spelling, and/or punctuation errors are present. ■ References include at least four sources of information. 	<ul style="list-style-type: none"> ■ Information is organized and presented in a somewhat clear and/or logical manner. ■ Few grammar, spelling, and/or punctuation errors are present. ■ References include up to three sources of information. 	<ul style="list-style-type: none"> ■ Information is somewhat disorganized and presented with limited clarity and/or in an illogical manner. ■ Some grammar, spelling, and/or punctuation errors are present. ■ References include up to two sources of information. 	<ul style="list-style-type: none"> ■ Information presented is disorganized and unclear. ■ Many grammar, spelling, and/or punctuation errors are present. ■ No references are listed.
Total				_____ /12

continued



Assignment 3.3: Seeking Professional Help (*continued*)

Assignment 3.3: Seeking Professional Help—Criteria

Your completed assignment must meet the criteria below.

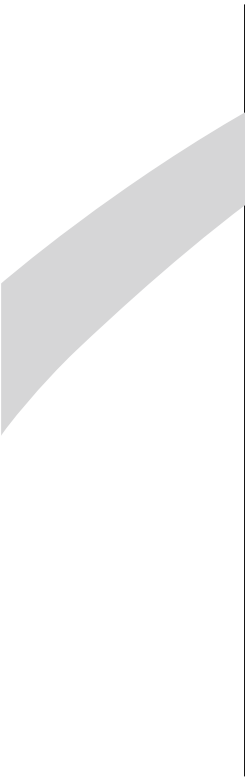
Assignment 3.3, Part A: Community Resources

1. Research three local community resources that offer supports and services for mental-emotional health issues.
2. For each of the three community resources, record the following in the table provided:
 - State the name of the agency or organization.
 - Provide contact information (phone number and street or website address).
 - Describe the supports and services provided.

Assignment 3.3, Part B: Brochure or Pamphlet

1. Create a brochure or a pamphlet providing information about a selected anxiety disorder or about depression.
2. In the brochure or pamphlet, include the following:
 - Define the anxiety disorder or depression.
 - Describe the signs, symptoms, and possible causes.
 - Identify the community resources that offer supports and services (based on the information from Part A of this assignment). State the name of the agency or organization and provide contact information (phone number and street or website address).
 - Provide at least four references for the information presented.
3. Ensure you attain a total of 7 or more marks out of 12 for your completed brochure or pamphlet, using the assessment rubric provided.

Notes



GRADE 11 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (30F)

Module 3 Learning Activity Answer Key

MODULE 3 LEARNING ACTIVITY ANSWER KEY

Learning Activity 3.1: Basic Healthy Habits

Healthy lifestyle habits can fall into many different areas. Together with your learning partner, you brainstormed healthy habits discussed in Module 3, Lesson 1, and then added one healthy habit for each healthy lifestyle practice category listed below.

Sample answers are provided below. Your answers will vary from those suggested here, but they should all reflect healthy habits.

Healthy Lifestyle Practice	Healthy Habits
Physical Activity	<ol style="list-style-type: none">1. Engage in physical activities for at least 30 minutes per day.2. Perform chores around the house/apartment and yard.
Healthy Eating	<ol style="list-style-type: none">1. Follow <i>Eating Well with Canada's Food Guide</i> (Health Canada).2. Limit my intake of fast food.
Sleep	<ol style="list-style-type: none">1. Get seven to eight hours of sleep every night.2. Cut back on caffeine.
Substance Use	<ol style="list-style-type: none">1. Avoid smoking cigarettes.2. Don't drink alcohol.
Body Weight	<ol style="list-style-type: none">1. Maintain a healthy body weight by eating healthy foods and being physically active.2. When I'm hungry, I'll eat a fruit first. Then, if I'm still hungry, I might eat a less healthy snack.
Personal Hygiene	<ol style="list-style-type: none">1. Bathe or shower regularly.2. Clean my room.
Dental Hygiene	<ol style="list-style-type: none">1. Floss your teeth before going to bed.2. Visit the dentist regularly.
Stress	<ol style="list-style-type: none">1. Engage in relaxing activities (e.g., listen to music).2. Hang out with my grandparents.
Healthy Relationships	<ol style="list-style-type: none">1. Surround yourself with friends who make you feel good about yourself.2. Invite my parents out for supper.

Learning Activity 3.2: Stressful Situations

For this learning activity, you were asked to complete the following chart by

1. providing examples of stressful situations you have experienced
2. briefly stating how you dealt or coped with the situation
3. identifying whether your method of coping was positive or negative, explaining your reasoning (and, if your strategy was negative, providing an alternative, positive strategy)

Compare your responses to those provided below.

Strategies for Dealing with Stressful Situations			
Situations	What did I experience?	How did I deal with the situation?	Did I handle it in a positive or a negative way?
Situations That Make Me Angry	My little brother often used to take my stuff and lose it or break it.	I wanted to scream at him, but I didn't. Instead, I told him that I really, really didn't like it and that it really bothered me and that I wanted him to stop.	It was pretty positive. My brother still takes my stuff sometimes, but not as often as he used to.
Situations That Make Me Frustrated	I didn't understand what was going on in math class for about three days in a row. I couldn't get what the teacher was talking about. I was getting farther behind, and I was afraid that I would fail, and then I'd have to take Grade 11 Math again next year.	I asked my friend to come with me to ask the teacher for help after class. I felt like a loser, but I did it anyway. She asked me some questions and told me that I missed something in Grade 10. So she taught me the Grade 10 stuff, and now I understand the Grade 11 Math.	This was positive because I don't feel frustrated anymore in math class and I'm going to pass.
Situations That Make Me Worry	My parents argue a lot and I'm worried that things are going to get worse, and they might split up, and I would have to move to a cheap apartment somewhere with my dad, and my mom would go live in another dumpy apartment with my sister.	I told my mom because she is easier to talk to than my dad. I asked her whether she and Dad were going to split up. She said she wasn't sure, but everything would be OK. I wasn't sure what that meant. I felt a little better, so I went outside to play street hockey.	It was positive because I feel a little better, and I feel like I can talk to my mom about it any time. I also feel better because I got some exercise.

Learning Activity 3.3: Signs and Symptoms of Mental Health Issues

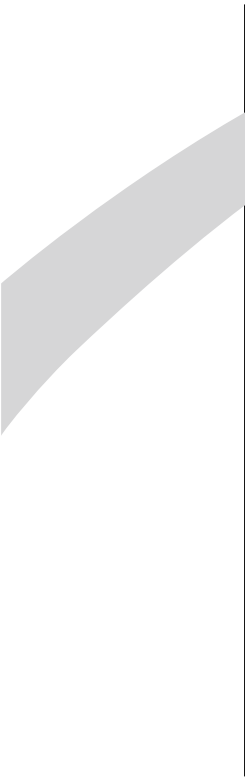
For this learning activity you were asked to read five case studies or scenarios and identify the mental health issue demonstrated by each person. Compare your responses to those provided below.

Mental Health Scenarios*

1. Suzie is experiencing difficulty sleeping and showing a lack of concentration. Suzie is likely dealing with **depression**, possible related to the death of her mother.
2. Brandon shows symptoms of **muscle dysmorphia**. Brandon has been spending an increasing amount of time weight training at the gym and, in conversations, shows he is constantly worried about building up muscle mass. Also, although physical exercise is shown to improve mental-emotional health, Brandon's friends find him quick to anger.
3. Jenny is showing signs of a **seasonal affective disorder**. Every winter, Jenny isolates herself and becomes depressed; however, her good spirits return with the spring. Since this has happened consistently every year for some time, it suggests that her health may be influenced by climate factors.
4. Chris displays signs of **anxiety** and **obsessive-compulsive disorder**. While most people are concerned about germs and keeping clean, Chris washes himself to the point where he hurts himself and his hands bleed. His phobia is interfering with his day-to-day life, which suggests an anxiety disorder. Chris's need to repeat actions (washing 20 times a day) may be due to an obsessive-compulsive disorder.
5. Overall, Hailey is a healthy individual, able to attend school, interested in finding work, and wanting to spend time with her friends. If anything, the tension between Hailey and her father may be causing Hailey to experience **stress**. Although she loves her father and sympathizes with his loneliness, his smoking and her travelling between houses are beginning to wear on her mental-emotional health and may be causing unnecessary stress.

* Source: Ballard, Michelle. "Mental Health Scenarios." *PE Central: Health Lesson Ideas*. 2002. www.pecentral.org/lessonideas/ViewLesson.asp?ID=3221. Adapted by permission of PE Central (pecentral.org), the premier website for physical education teachers.

Notes



GRADE 11 ACTIVE HEALTHY LIFESTYLES: PHYSICAL EDUCATION/HEALTH EDUCATION (30F)

Module 4

Social Impact of Sport

This module contains the following:

- Introduction
- Lesson 1: The Roles of Sport
- Lesson 2: Sport as an Agent for Social Change
- Lesson 3: Sporting Behaviour
- Module 4 Learning Activity Answer Key
- Module 4 Assignment
 - Assignment 4.1: The Impact of Sporting Behaviour

MODULE 4: SOCIAL IMPACT OF SPORT

Introduction

Sport and physical activity play a major role in all societies. There are sports teams at schools, universities, and workplaces, athletes are paid to play sports for city teams, and every four years almost every country in the world sends athletes to participate in the Olympics – a global sporting competition. Clearly, sports are an important part of life. Even if you do not play any sports, they are always a hot topic in the news and in conversations.

This module will look into how sport has an impact on society, and how it interacts with science, business, politics, and the media.

Assessment

When you have completed the assignments for Module 4, submit your completed assignments for Module 3 and Module 4 to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Lesson	Assignment Number	Assignment Title
3	Assignment 4.1	The Impact of Sporting Behaviour

Notes

LESSON 1: THE ROLES OF SPORT

Introduction

In this lesson you will look into the historical background of sports and identify the different stages of sport participation in society.

After completing this lesson, you will show an understanding of

- the history of sport and its impact on society
- the four stages of physical activity and sport participation

You will also be able to

- identify the different stages of sport participation and their role in society
- examine the impact of sport on various social issues

The History of Sport

Human sports have been recorded for centuries; in fact, the sport of wrestling is depicted on ancient Egyptian urns known to be older than 4000 years. Formal sport is a natural follow-up to the games children play in many cultures and in different countries.

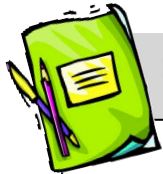
All countries and cultures have their own traditional sports. Japan is known for its unarmed martial arts, sumo, and kendo (fencing). India has long enjoyed vallamkali (boat racing) and a form of armed staff duelling called silambam. In China, a ball-kicking sport called cuju has been played since 400 BCE.

Competitive sports in the Western hemisphere can be traced back to the ancient Greeks, whose intercity sporting competitions evolved into the original Olympic Games. The Roman Empire continued the spirit of competition through chariot racing and gladiatorial games. Throughout medieval Europe, games and sports centred on preparation for war and combat. Jousting allowed knights to practise their combat skills, and archery training became mandatory for Englishmen in the thirteenth century.

In 1896, the Olympic Games were revived for the modern day by Baron Pierre de Coubertin of France, and an international competition was established for “amateur” athletes – upper-class men who received no salary or sponsoring for their participation in sports. By the 1970s, professional athletes had begun to permeate many sports, and the concept of amateur was removed from the Olympics in the 1980s.

The modern Olympic Games have the greatest economic impact of any world-wide event. The two weeks of competition also feature the greatest media coverage of any world event.

Now that you have begun to explore the history of sport, see how much you know about the origins of the sports listed in the next learning activity.



Learning Activity 4.1: The Origin of Sports

Complete the following table by matching each sport or event with the correct description or origin. Feel free to research the sports. Or, just try to deduce the answer from your own background knowledge.

When you are finished, check your answers with those provided in the Learning Activity Answer Key at the end of this module.

History of Sport: Match the Columns		
Sport/Event	Match	Description/Origin of Sport/Event
1. Golf		a. The first of these festivals, which were part of a religious festival to honour Zeus, was held in 776 BCE.
2. Ice hockey		b. Canada's official summer game. First played by the First Nations in the 1600s.
3. Volleyball		c. The Chinese played a form of this game more than 3000 years ago.
4. Basketball		d. A Scottish game played with rocks dating back to 1511.
5. First Olympic Games		e. Game invented in 1895 by William G. Morgan in Massachusetts, USA.
6. Curling		f. Originated around 1800 in Windsor, Nova Scotia, Canada.
7. Weight lifting		g. Games held in Athens, Greece, in 1896.
8. Lacrosse		h. This sport, in some form, probably dates to prehistoric times. Most likely, someone lifted a heavy rock and then challenged someone else to try it.
9. Soccer		i. Developed in the 1960s. The first piece of equipment used was called the Snurfer.
10. Triathlon		j. Invented by Canadian James Naismith in 1891.
11. Snowboarding		k. The first game was played in Edinburgh, Scotland, in 1456.
12. Speed skating		l. Cave drawings of this sport have been found, dating back to 3000 BCE, in the (Chinese) Sumero-Akkadian civilization.
13. Wrestling		m. Dates back over 1000 years, to the canals and waterways of Scandinavia and the Netherlands.
14. First modern-day Olympic Games		n. Invented in the early 1970s by the San Diego Track Club.

The Continuum of Physical Activity and Sport*

What exactly defines a sport? Watching children make up a game seems very different from observing professional athletes play a sport. But, in a way, both are the beginning and the end of a range (or continuum) of human activities. This continuum of physical activity and sport is made up of the following four stages. Read them carefully, and make sure you understand this continuum.

1. **Free play:** The first stage of the continuum is free play. These are the activities that everyone participates in as a child and continues to participate in throughout life. As a child, you explore, express yourself, pretend, and role play using various forms of physical activity. This kind of play has no firm rules and can usually take place anywhere. People engage in this form of play simply for the fun of it.
2. **Game play:** This form of play requires more rules and organization, and involves some kind of competition. Game play has a clear set of objectives that enhance your physical and mental capacities, and is governed by a set of rules or regulations. The final outcome of a game can be based on luck, skill, or strategy, or on any combination of the three. Game play can be active or inactive:
 - Inactive games include board games, card games, and video games.
 - Active games include tag games, dodging games, relays, and pick-up games such as touch football and street hockey.
3. **Sport:** The third stage along the continuum, sport is a specialized form of game play involving
 - **physical components** such as strength, speed, endurance, flexibility, coordination, balance, and/or agility
 - **winning or losing**, providing motivation to practise, train, and give the best effort
 - **a governing organization** that sets and enforces the rules and regulations of the sport, and establishes a means for recording results
 - **specialized facilities** such as courts, fields, and pools that require set boundaries and markings, and **specialized equipment** that must meet standards for size, shape, material, and weight to ensure fair competition

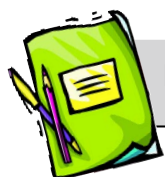
* Source: Adapted, with permission, from R.B. Woods, 2007, *Social issues in sport* (Champaign, IL: Human Kinetics), 5–9.

Sports are meant to reflect the values and beliefs of society. For example, just as citizens should obey the laws of their country, athletes are expected to abide by the rules of their sport and are penalized for misconduct. Being sent to the penalty box in a hockey game could be seen as serving “jail time.” Additionally, the value of cooperation can be seen in team sports such as hockey and baseball, where players must work together to score points and to prevent the opposing team from scoring.

4. **Work:** The final stage is work. Some sport participants have developed skills to such a high degree that they are able to earn a living from their craft in organized sport. Professional players and coaches who are at the highest level of organized sport can earn millions of dollars through salaries, endorsements, and prize money. It is the financial payments they receive to perform in sport that classifies them as “professionals.”

Becoming a professional athlete requires a tremendous level of training and commitment, pushing the body to its physical, mental, and emotional limits.

Now that you have read about the continuum of physical activity and sport, you will get a chance to apply it in the following learning activity. Complete it carefully, because some of the questions may be on your final examination.



Learning Activity 4.2: The Participation Continuum*

1. Classify each of the physical activities listed in the chart below as examples of one, two, or three of the following stages of the continuum of physical activity and sport participation:

F – Free play

G – Game play

S – Sport

Note that the **work** stage is not included, since it is possible that professional athletes can be paid for any of these activities.

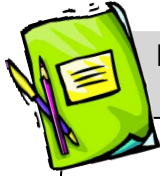
	Archery
	Ballet
	Bowling
	Checkers
	Cheerleading
	Curling

	Golfing
	Horseshoes
	In-line skating
	Jogging
	Rock climbing
	Skiing

	Skipping rope
	Skipping stones
	Street hockey
	Throwing a ball
	Tobogganing
	Weightlifting

continued

* Source: Adapted, with permission, from R.B. Woods, 2007, *Social issues in sport* (Champaign, IL: Human Kinetics), 5–9.



Learning Activity 4.2: The Participation Continuum* (continued)

2. Did you have difficulty classifying any of the physical activities? If so, which ones?
3. Why were some of the physical activities harder to classify than others?
4. Think of three physical activities different from the ones listed that you think would be difficult to classify. Explain why you selected these three.

When you have answered these questions, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.

You have just explored the issue of participation in sports. In the next section, you will learn about one of the most important effects of sports – their impact on social issues.

The Impact of Sports on Social Issues

Through the ages, sport has been known to affect various cultures, traditions, and values in our society. The stories that come from the world of sport help us to gain a better understanding of our views on issues of equality, human rights, child development, standards for health and fitness, and character development, as well as many other issues. Sport has the capacity to create much debate over topics such as steroid use, fighting in hockey, and salaries of professional athletes. There is no shortage of public opinion on these and other related sport topics.

Many people have favourite physical activities, sports, teams, stars, or events, such as the Olympic Games or world championships. Many fans dedicate much time to learning more about their favourite sport and attending sporting events in support of their favourite athletes and teams. Many children have aspirations of becoming like their favourite players, yet very few actually get the opportunity to play against or alongside their childhood idols.

Sport plays a vital role in Canadian society. It receives an inordinate amount of media attention, and has attracted the interest of most Canadians, especially when it comes to international hockey, curling, and speed skating. You will be discussing the impact of sport with your learning partner as you complete the following learning activity.



Learning Activity 4.3: The Impact of Sport

Brainstorm responses to the following questions with your learning partner. There are no right or wrong answers, as your responses will be based on the information that you just read, your personal opinions, and your experiences. If your learning partner is not able to help you, then read the questions and jot down a few notes to help you organize your thoughts.



1. How has sport influenced society?
2. Has sport influenced you in any way? If so, how? If not, why not?
3. What are some values that teenagers can learn through sport? Are they positive or negative? Explain.

When you have finished answering these questions, review the sample answers provided in the Learning Activity Answer Key found at the end of this module.

Summary

The background provided for you in this lesson is by no means a complete history of sport throughout the countries and cultures of the world, but it should impress upon you that sport is a truly global and timeless human interest.

LESSON 2: SPORT AS AN AGENT FOR SOCIAL CHANGE

Introduction

Sports offer wonderful opportunities to enhance your physical and strategic skills, to improve your health, and to meet people who share your interests. Sports also create jobs and contribute to the economy – think about how many people are needed to build, maintain, and staff a sporting arena, and about the boom in business that occurs for hotels, restaurants, and stores when fans travel between cities to see games.

In this lesson you will examine how sport shapes individual lives, as well as entire societies. You will also examine how the media influence people’s thinking about sport.

After completing this lesson, you will show an understanding of

- how sport media are an important part of global entertainment
- how sport and physical activity can be agents for social change
- how sport programs provide valuable resources for physical activity and socialization

You will also be able to

- examine the impact of sport on various social issues, such as ethnic background, gender equality, populations with exceptional needs, politics, technology, and business

Sport and the Media*

Canadians love sports. This love runs so deep that special news coverage is devoted to sporting events and the athletes who participate in them. Think about it – daily newspapers have an entire section dedicated to sports, some TV channels broadcast only sports news, and some news reporters and commentators can make a living by analyzing games and contests.

* Source: Adapted, with permission, from R.B. Woods, 2007, *Social issues in sport* (Champaign, IL: Human Kinetics), 72.

What do the media provide in their sports coverage? Sports media have the capacity to perform a variety of functions or services, such as these:

- **Provide entertainment.** Watching the latest sports game and cheering for a favourite team or player provides great fun and drama to relieve the stress of life, and gives an opportunity for friends to meet and enjoy a common pastime.
- **Create excitement and advertise events.** The media motivate people to observe upcoming games, and to participate in the festivities surrounding the events.
- **Educate the public.** Informing people about the history of a sport, its players, and the strategies involved in playing the sport enables people to have a common understanding of the game and to discuss events with others.
- **Generate emotional attachments.** By interviewing teams and coaches, and by telling stories about the personal lives of athletes and the challenges they have faced, the media generate connections between the players and their fans, increasing people's interest in the sports.
- **Discuss social issues.** Sports are full of controversial issues that the media will highlight and debate. These topics include
 - racial discrimination and inequalities (e.g., in coaching assignments, player positions, team names, mascots)
 - economics (e.g., profits, salaries, endorsements, public financing)
 - gender inequalities (e.g., salaries, attire, opportunities)
 - ethics (e.g., cheating, fighting, gambling, behaviour of athletes and fans, role modelling, sexual harassment)
 - technological advances (e.g., in playing surfaces, equipment, clothing)
 - substance use (e.g., steroids, alcohol, drug testing, blood doping)

Sport and Social Issues

Sport is often seen as a venue for promoting social values. Champion athletes can use their celebrity and success to bring attention to inequalities, injustices, and other personal causes by canvassing for disaster relief, medical research, or social justice.

To encourage participation in sports, many sports organizations have been created to allow an equality of access to all Canadians, regardless of special needs or background.

The following are examples of social issues that affect sport participation and development, including access to sport participation for populations with specific or exceptional needs:

- Special Olympics
- Paralympic Games
- Aboriginal sport participation
- gender equity in sport
- physical activity and sport for older adults
- sport and politics
- sport and technology
- sport as business

A discussion of these social issues follows.

Special Olympics

The Special Olympics were created in the 1960s, thanks to the work of the Kennedy Foundation and Dr. Frank Hayden, a well-known Canadian researcher. Hayden was concerned with the low fitness levels among people with intellectual disabilities. The popular assumption at the time was that their poor fitness was the direct result of their disabilities. Hayden worked with children with disabilities to prove not only that they could become physically fit, but also that participation in sport improved the children's emotional and social development (Special Olympics Canada).

In 1968, the first Special Olympic Games took place, primarily with athletes from the United States and Canada. Events were later added for athletes who were physically challenged. Today, the Special Olympic Games comprise the second largest international event, next to the Olympic Games.

Paralympic Games

Athletes with physical disabilities were included for the first time in the 1960 Olympic Games, held in Rome. By 1976, at the Olympic Games in Toronto, more groups with disabilities were added. That same year, the Winter Paralympics took place in Sweden.

Since that time, more and more groups with disabilities have been included in international sports competitions. Today, six different groups with disabilities are involved in the Paralympics, with athletic achievement being highlighted over disability. The number of athletes participating in the Summer Paralympics, for example, has increased from 400 athletes from 23 countries in Rome in 1960 to 3951 athletes from 146 countries in Beijing in 2008 (International Paralympic Committee).

Since 2001, the Paralympics and the Olympic Games have been held during the same year and in the same city. This decision between the International Olympic Committee (IOC) and the International Paralympic Committee (IPC) establishes that any host city will be presenting not only the Olympic Games, but also the Paralympics.

Aboriginal Sport Participation

In Canada, the Aboriginal Sport Circle is the national voice for Aboriginal sport, bringing together the interests of First Nations, Inuit, and Métis peoples. Established in 1995, the Aboriginal Sport Circle was created in response to the need for more accessible sport and recreation opportunities for Aboriginal peoples. Canada is viewed throughout the world as a leader in promoting and protecting the rights of all its citizens, including access to and participation in sports.

Today, many Aboriginal bands and individuals located near cities participate in athletic leagues. Also, every four years, competitive games are held between Aboriginals from places such as Nunavut, the Northwest Territories, Yukon Territory, and Alaska. The competitions include indigenous games and demonstrations such as the arm pull and high kicking.

Gender Equity in Sport

Historically, an injustice evident throughout many societies has been the lack of equal opportunities for women, including access to sport. During the first modern Olympic Games (1896), women were barred from competing altogether.

Gender equality is still a struggle today, although great strides have been made in recent history.

- In 1966, the National Organization for Women was formed in the United States to advocate for women's rights.
- In 1981, the Canadian Association for the Advancement of Women, Sport and Physical Activity formed to advocate progressive change within Canada's sport system.
- In 1982, the *Canadian Charter of Rights and Freedoms* (Part I of the *Constitution Act, 1982*) was established, guaranteeing equal rights to both sexes: "Notwithstanding anything in this Charter, the rights and freedoms referred to in it are guaranteed equally to male and female persons." (Article 28)
- At the 1996 Olympic Games in Atlanta, 97 of the 271 events were open to women.
 - Of the 10,629 athletes, 3,626 were female.
 - The Canadian team was equally represented, with 154 female athletes and 153 male athletes.
- At the 2008 Olympic Games in Beijing, 4746 of the 11 196 athletes were female.

The following learning activity is based on a gender equity story that took place in Winnipeg. Do the learning activity now. It will help you understand the issue as it unfolds in Manitoba.



Learning Activity 4.4: Gender Equity in Sport

Read the following article, "Winnipeg Girls Win Right to Play on Boys' Hockey Team." Afterwards, discuss it with your learning partner, or jot down a few notes describing your thoughts. Do you agree or disagree with the decision? Explain why.



continued

Winnipeg Girls Win Right to Play on Boys' Hockey Team*

Sunday, September 24, 2006
CBC News

Two Winnipeg sisters have the right to try out for the boys' hockey team at their high school, the Manitoba Human Rights Commission ruled Friday.

Twins Amy and Jesse Pasternak, 17, filed a complaint against the Manitoba High Schools Athletic Association [MHSAA] after it denied them the right to try out for the senior boys' team at West Kildonan Collegiate in the fall of 2004.

The MHSAA has a policy requiring female athletes to play only on teams of girls—and boys only on teams of boys—if teams for both genders exist at a school.

The Pasternak sisters, who have played hockey since childhood and have been on boys' junior hockey teams outside school, had described the high school girls' team as "a joke."

In her decision, independent adjudicator Lynne Harrison ruled the girls had suffered sex discrimination because of the MHSAA's policy. Harrison added "the MHSAA has not satisfied the onus of establishing that . . . its refusal to allow the Pasternak girls to try out for, and if successful, play for the WKCI men's hockey team, is justified," she wrote.

Girls to get coaching, \$3,500 damages

Amy and Jesse Pasternak said Friday their human-rights battle is worth it, even if they end up not making the boys' team this fall.

"Yes! It's definitely worth it," Amy said. "It's worth it for the young girls that we've coached in the past. It's worth it for the girls coming up in the hockey program who want to pursue the same path that we have."

As part of her ruling, Harrison ordered the MHSAA to remove the policy in question, at least with respect to hockey.

"I decline to make a similar order with respect to the other sports administered by the MHSAA, as there is no evidentiary base for any such order," Harrison wrote in her decision.

The MHSAA must also compensate Amy and Jesse \$3,500 each in damages for "injury to their dignity, feelings and self-respect."

As well, the association must provide the girls with one-on-one coaching sessions and one session of hockey camp, to "compensate the twins for the loss of skills they have suffered."

Association fears "negative effects" on girls in sports

MHSAA executive director Morris Glimcher said Friday he was "very disappointed" with the commission's decision. He said the association may consider an appeal, but no decision has been made yet.

"We feel that certainly with public opinion, with what high school sport is all about, with the proactive policies of our association, that we look at providing opportunities for both men and women," Glimcher said.

"This decision could have negative effects on girls' participation [in sport]."

The association had argued during the hearing that a decision in the girls' favour could turn high school sports into a "totally merit-driven system" as opposed to one that promotes participation among all people.

But Sandra Kirby, a sports sociologist at the University of Winnipeg and a former Olympic athlete, said she was excited by the Pasternak decision.

"They have the right to try, they have the right to play at their ability level," Kirby said. "And you know, if they don't make the cut, they'll try again, they'll play other sports. They've made their point, which is they can't be discriminated against because they are girls."

* Source: Canadian Broadcasting Corporation (CBC). "Winnipeg Girls Win Right to Play on Boys' Hockey Team." 24 Sept. 2006. CBC News. www.cbc.ca/canada/manitoba/story/2006/09/22/hockey-decision.html. Reproduced with permission.

Human Rights Appeal* September 22, 2006

The Manitoba High Schools Athletic Association is disappointed with the decision regarding high school sport programs. The association strongly believes that its eligibility rules promote equal opportunity for boys and girls to participate in high school sport.

In this case, both the West Kildonan boys' and girls' high school hockey teams had approximately the same number of games and practices. The coaching staff of the girls' team consisted of a Level 2 coach, and a specialized goaltender coach, and other assistant coaches, while the boys' team only had Level 1 coaches.

The MHSAA followed the guidelines as set out by the Canadian Association for the Advancement of Women and Sport (CAAWS) who assert that it is preferable for athletes to play on a gender specific team, when resources are similar. The MHSAA policy is consistent with all other provincial associations across Canada.

The MHSAA allows girls greater opportunity than boys in high school hockey. [The girls] could have played for an "AAA" or "AA" boys' hockey team, but stated it was too expensive or they did not like the coach. They could have played both high school hockey and community hockey, which is an opportunity not available for boys in Manitoba. They chose not to play. They could have attended another school that didn't have a girls' hockey program and tried out for the boys' hockey team there. They chose not to play any hockey for two years and then requested financial compensation for their choices.

The Manitoba Human Rights Commission should consider that educators guide the Manitoba High Schools Athletic Association and its rules and regulations. They should appreciate that these individuals know what is appropriate for sport development at this level and what is best for the student athletes. It is regrettable that the Manitoba Human Rights Commission has chosen to uphold this challenge. This decision is a significant backward step for girls' high school sport progress, and amateur sport in general.

The school had opportunity to appeal the initial decision of the MHSAA Board. They chose not to appeal. The mother and superintendent were informed that another appeal could be put forward. The original appeal was not based on the differences of the games, but simply, "Can girls play on a boys' team, when the school has a girls' team?" It is regrettable that the school chose not to appeal. The school had the opportunity to present a formal Motion to change our rules. This could have been considered at an Annual Meeting, but no motion was ever submitted.

This decision paves the way for a purely merit (ability)-driven high school sport program. This is contrary to the expert evidence from the vast majority of school administrators, principals, and coaches. Does this now mean that boys can try out for girls' teams? Do we eliminate gender specific teams? How will this affect female participation? Can this carry over to Canada Games and other activities? The MHSAA feels that by providing funding and coaching in separate categories for competition, they promote maximum participation and opportunity for all student athletes to achieve personal success.

* Source: Manitoba High Schools Athletic Association (MHSAA). "Human Rights Appeal." *News*. 22 Sept. 2006. www.mhsaa.mb.ca/pages/news/06_07/sep22a.php. Used with permission.

Note: For updates, refer to the MHSAA website.

Physical Activity and Sport for Older Adults

As the human body ages, it begins to deteriorate, from the cellular level to the total body. Aging is inevitable, and the process cannot be stopped. Research has shown, however, that it is possible to slow the loss of physical abilities through exercise and participation in sport. The Canadian Centre for Activity and Aging is a world leader in aging research and provides practical advice and materials on the benefits of physical activity for older adults. Recently, the Canadian government was instrumental in the formation of the Canada Senior Games, a national competition for seniors over the age of 55, which includes sports such as snooker, swimming, five-pin bowling, golf, and track.

Sport and Politics

Sports teams and athletes act as representatives for their home towns and countries of origin. Their accomplishments inspire national pride and unite the fans who cheer on the teams. There are many examples in history when sporting events were more than simple athletic matches.

In 1972, the Summit Series hockey competition was held between the Soviet and Canadian national ice hockey teams. It was an eight-game tournament—four in Moscow and four in Canada (game three held in Winnipeg). During the Olympics, Canada had sent its best amateur athletes to compete; however, for this series the best Canadian players in the National Hockey League were banded together into an all-star team. Canada was sending its elite players.

For many Canadians, this hockey tournament was more than a simple game; it represented a mock battle between the two countries and their ideologies: Soviet communism versus Western democracy.

More recently, sporting events have also been used to place pressure on governments. When the 2008 Summer Olympic Games were held in Beijing, China, many governments around the world threatened to boycott the games—to bar their athletes from competing—as a protest of the Chinese government's poor human rights record. While Canada did participate, the Prime Minister, Stephen Harper, did not attend the opening ceremonies of the games.

Sport and Technology

New sports products are continually being developed, including new sportswear, court and field surfaces, equipment, fabrics, and materials. The main reasons for developing new products are to improve safety and enhance performance. Innovations such as the clap skate (a skating shoe with blades set on hinges) and polyurethane swimming bodysuits that reduce friction in the water have been credited as aiding athletes to set new racing records.

New technologies also add an interesting debate to sport competitions: How much of an athlete's success is attributed to the equipment and sportswear he or she uses?

Sport as Business

Put simply, sport is big business. Consider Winnipeg's MTS Centre, which has a seating capacity of at least 15 000 patrons. Even if you sold tickets for only a dollar, you could make tens of thousands of dollars from every hockey game played at the arena. On top of tickets, fans can also buy food, drinks, and merchandise such as T-shirts and hats. Vendors must pay rental fees to have their shops in the building, and advertisers pay to display their logos around the arena.

Even at an amateur or casual level, sport generates huge amounts of revenue. It costs money to buy the necessary equipment, such as golf clubs or football padding, and then to rent facilities. While not everyone plays a sport, many people are involved in competitive games. People are needed to coach sports, to referee sports, and to build, staff, and maintain sporting facilities. Sports provide quite a number of jobs and contribute to the economy.

Summary

Not only are sports excellent means of keeping physically active, they also contribute to the economy, inspire new technologies, and have the potential to raise awareness of social or political issues.

Notes

LESSON 3: SPORTING BEHAVIOUR

Introduction

Sport represents more than physical competition. As you observed in Lesson 2, sport is intertwined with politics, business, and technology. Sport also has an ethical component. You may have heard terms such as **good sportsmanship** and **fair play**, which refer to the way athletes ought to conduct themselves when playing or competing. In this lesson you will explore the idea of sporting behaviour, as well as how athletes can show deviant behaviour in sport.

After completing this lesson, you will show an understanding of

- how all athletes can be seen as role models
- how sport participants can behave in positive and negative ways
- how you can improve your character by demonstrating fair play and good sporting behaviour

You will also be able to

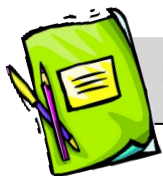
- analyze sporting behaviours that may be positive and/or negative

Sporting Behaviour

Sporting behaviour refers to the attitude and actions of an athlete in competition. Proper sporting behaviour involves abiding by the rules of the game, playing fairly, and showing respect for the sport, the other players, the officials, and the spectators.

Athletes, whether or not they wish for it, are at the centre of public attention, and their actions are constantly scrutinized by reporters and fans. Admired for their success and skill, athletes are in a position to model behaviour and personal qualities. While this applies to the professional athletes in national sporting leagues, it also holds true for amateur participants.

The following learning activity will give you the chance to reflect on sporting behaviour by looking at some real-life situations.



Learning Activity 4.5: Moral Dilemmas in Sport

Use the following scenarios to test your attitude toward sporting behaviours. Together with your learning partner, examine the 14 scenarios and identify whether you believe the actions described are “cheating” or “part of the game.”



C – Cheating

P – Part of the game

For each scenario, write a brief statement explaining your choice.

Scenario	C	P	Explanation
1. To get a needed time out, a coach instructs a soccer player to fake an injury.			
2. After every score, a basketball player taunts the defender in an effort to “psyche him or her out.”			
3. To gain an edge, a golfer illegally alters equipment.			
4. A baseball coach instructs a pitcher to throw the ball at the other team’s best batter’s head to brush the batter back from the plate.			
5. To motivate players, a coach uses foul language and insults.			
6. In basketball, a player commits a deliberate foul to stop the clock in the final minute of play.			
7. In soccer, a coach teaches players to grab and hold shirts illegally without being detected.			
8. In volleyball, a player says nothing after a referee erroneously says the player never touched the ball.			
9. To set a new scoring record, a football team facing a badly overmatched opponent runs up the score to 96–7.			

continued



Learning Activity 4.5: Moral Dilemmas in Sport (*continued*)

Scenario	C	P	Explanation
10. In baseball, a fielder traps the ball against the ground, but tries to convince the umpire that he or she caught it cleanly.			
11. A wrestling coach instructs an athlete to attack a recent injury of the opponent.			
12. In ice hockey, a coach sends in a player to instigate a fight with the other team's top scorer.			
13. In a close tennis match, the referee calls a sideline shot you have made "in." You know it was out but don't say anything.			
14. You are fouled in a close basketball game with the time running out. The coach calls you and another teammate over and instructs the other player to go to the shooting line in your place.			
15. Other			

Character versus Sport Ethic

Sport has the potential to build good character and to strengthen personal qualities such as courage, integrity, self-discipline, and fair play. At the same time, sporting competitions are high-pressure events that can bring out the worst in some people. For example, if you have a short temper, losing in a sport could very well show your "true colours."

Ideally, athletes who demonstrate good sporting behaviour are rewarded, while those who are disrespectful, or caught breaking rules, are penalized.

Deviant Behaviour in Sport

The term **deviant behaviour** describes actions or behaviours that take place in sport that are outside the expected or acceptable limits. Deviant behaviour in sport may include the following:

- **Rule breaking:** When rules are broken unintentionally during competition, or when rules are broken intentionally but the results are not severe, game officials make a ruling. The game's governing organization or a judge may need to intervene when the rules are broken intentionally or result in great harm. The penalties levied against the offender range from heavy fines to lifetime bans in the sport, and in some cases result in criminal charges.
- **Emotional involvement:** The pressures of sport can bring out the best or worst in players and spectators. Emotional involvement occurs when feelings of anger, excitement, or frustration become overpowering, leading to disrespect or violence. For example, in September 2009, tennis player Serena Williams showed emotional involvement when she uttered a threat against a line judge for delivering a penalty against her (Waldstein).
- **Off-field violence:** Sport that involves body contact of any kind can also involve violent acts. It is suggested, although not proven, that witnessing or participating in violent acts in sport may lead to deviant behaviour outside the sport.
- **Performance enhancement:** The use of illegal or banned substances such as anabolic steroids or stimulants in order to gain an advantage over competitors is a serious issue in sport.
- **Sport gambling:** There are strict rules against players, coaches, and game officials gambling on the outcomes of sporting events in which they are involved. Because athletes are directly involved in deciding who wins a match, they could be tempted to play poorly, "throw a match," or interfere with another player's performance in order to alter the outcome for their personal gain.

Now that you have finished this lesson on sporting behaviour, it's time for you to show what you have learned by completing an assignment on the impact of sporting behaviour.



Assignment 4.1: The Impact of Sporting Behaviour

In this assignment you will reflect on your attitude and actions while participating in sports, and consider whether you displayed good sportsmanship or if there was room for improvement. The assignment details and criteria can be found at the end of this module.

Summary

The way you conduct yourself in sports says a lot about your character, and will affect the way others see you. Abiding by the rules of the game, playing fairly, and respecting the players, officials, and spectators involved in the game make a sporting event enjoyable for everyone.

Notes

MODULE 4 SUMMARY

Congratulations! You have finished the fourth module of this course.



Submitting Your Assignments

It is now time for you to submit your assignments from Module 3 and Module 4 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 3 and Module 4 assignments and organize your material in the following order:

- Module 3 and 4 Cover Sheet (found at the end of the course Introduction)
- Assignment 3.1: Module 3 Physical Activity Log
- Assignment 3.2: Body Image (Scenario)
- Assignment 3.3: Seeking Professional Help
- Assignment 4.1: The Impact of Sporting Behaviour

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Module 4 Review Questions

Lesson 1

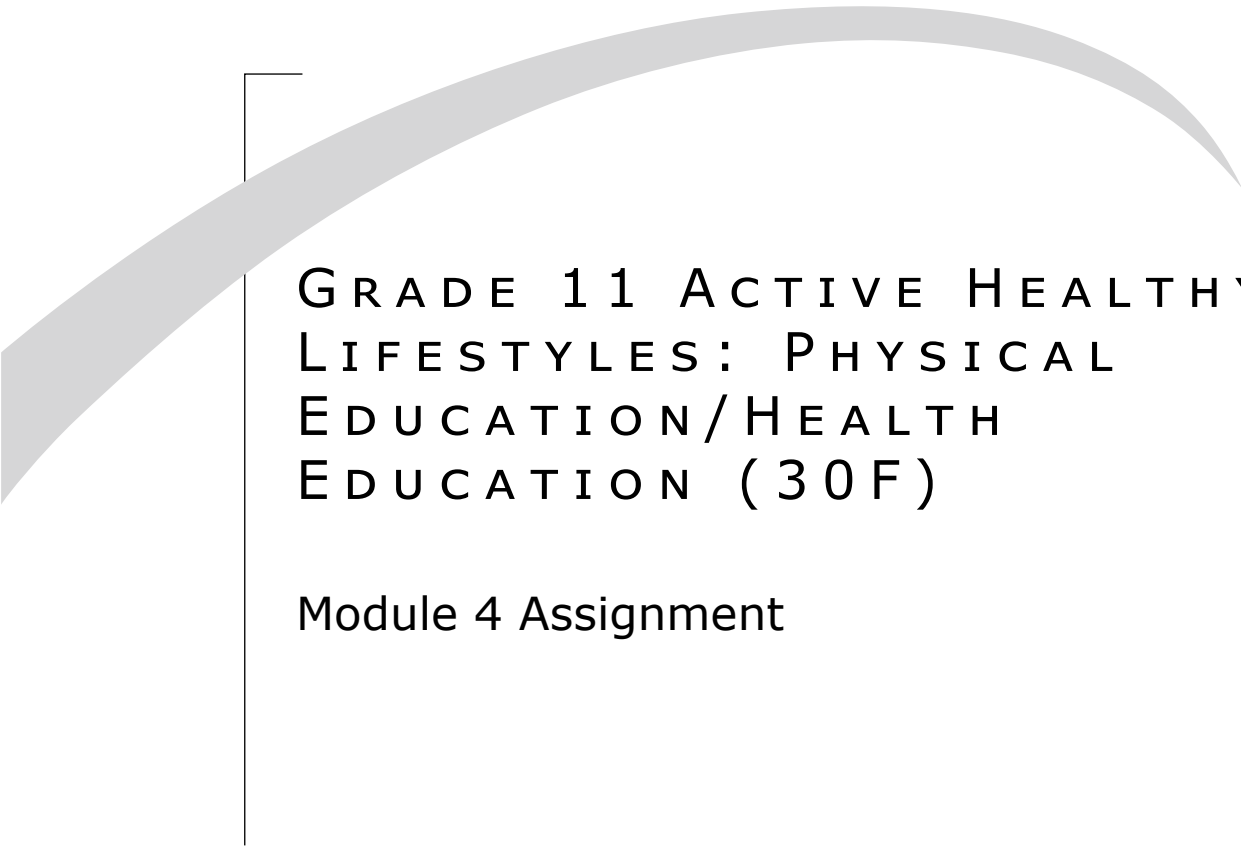
1. What is the role of physical activity/sport in your life?
2. Why is sport considered to have an important role in society?
3. Why do people participate in physical activities and sports?

Lesson 2

1. How are the media involved in sport and in the portrayal of social issues through and in sport?
2. How has sport shaped our society?

Lesson 3

1. How does sport build or reveal the positive or negative character of an individual? How is character “learned”?
2. How do athletes serve as role models for young sports competitors?
3. What is the difference between sporting behaviour and deviant behaviour in sport?



GRADE 11 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (30F)

Module 4 Learning Activity Answer Key

MODULE 4 LEARNING ACTIVITY ANSWER KEY

Learning Activity 4.1: The Origin of Sports

For this learning activity you were asked to complete the following table by matching each sport or event with the correct description or origin. Compare your responses to the answer key provided below.

History of Sport: Match the Columns (<i>Answer Key</i>)		
Sport/Event	Match	Description/Origin of Sport/Event
1. Golf	k	a. The first of these festivals, which were part of a religious festival to honour Zeus, was held in 776 BCE.
2. Ice hockey	f	b. Canada's official summer game. First played by the First Nations in the 1600s.
3. Volleyball	e	c. The Chinese played a form of this game more than 3000 years ago.
4. Basketball	j	d. A Scottish game played with rocks dating back to 1511.
5. First Olympic Games	a	e. Game invented in 1895 by William G. Morgan in Massachusetts, USA.
6. Curling	d	f. Originated around 1800 in Windsor, Nova Scotia, Canada.
7. Weight lifting	h	g. Games held in Athens, Greece, in 1896.
8. Lacrosse	b	h. This sport, in some form, probably dates to prehistoric times. Most likely, someone lifted a heavy rock and then challenged someone else to try it.
9. Soccer	c	i. Developed in the 1960s. The first piece of equipment used was called the Snurfer.
10. Triathlon	n	j. Invented by Canadian James Naismith in 1891.
11. Snowboarding	i	k. The first game was played in Edinburgh, Scotland, in 1456.
12. Speed skating	m	l. Cave drawings of this sport have been found, dating back to 3000 BCE, in the (Chinese) Sumero-Akkadian civilization.
13. Wrestling	l	m. Dates back over 1000 years, to the canals and waterways of Scandinavia and the Netherlands.
14. First modern-day Olympic Games	g	n. Invented in the early 1970s by the San Diego Track Club.

Learning Activity 4.2: The Participation Continuum*

You had an opportunity to apply what you had learned about the continuum of physical activity and sport by answering the following questions.

1. Classify each of the physical activities listed in the chart below as examples of one, two, or three of the following stages of the continuum of physical activity and sport participation:

F - Free play

G - Game play

S - Sport

Note that the **work** stage is not included, since it is possible that professional athletes can be paid for any of these activities.

There are no simple right or wrong answers for many of these physical activities. But here are some suggested ones.

F, G, S	Archery
F	Ballet
G, S	Bowling
G	Checkers
F, G, S	Cheerleading
S	Curling

S	Golfing
F, G, S	Horseshoes
F, G	In-line skating
F	Jogging
F, G, S	Rock climbing
F, G, S	Skiing

F, G	Skipping rope
F, G	Skipping stones
F, G	Street hockey
F	Throwing a ball
F	Tobogganing
F, G, S	Weightlifting

2. Did you have difficulty classifying any of the physical activities? If so, which ones?

You probably did. Your list may include activities such as golfing, ballet, and checkers.

3. Why were some of the physical activities harder to classify than others?

You may not have had access to all the information necessary to answer the questions. For example, you might wonder whether there are tournaments for activities such as checkers or horseshoes.

4. Think of three physical activities different from the ones listed that you think would be difficult to classify. Explain why you selected these three.

- **Modern dance** does not seem to fit anywhere. It might be considered free play, because people often express themselves through different types of dance, but professional dancers have considerable skill and undergo rigorous training.
- **Ultimate (Frisbee)** could be a sport if it was organized as part of a league or a tournament.
- **Swimming** might belong in all three categories. The word *swimming* covers everything from toddlers splashing in the water to Olympic swimmers breaking world records.

* Source: Adapted, with permission, from R.B. Woods, 2007, *Social issues in sport* (Champaign, IL: Human Kinetics), 5-9.

Learning Activity 4.3: The Impact of Sport

You were asked to brainstorm responses to the following questions with your learning partner. When you compare your responses to the following answer key, keep in mind that there are no right or wrong answers, as your responses will be based on the information that you have read, your personal opinions, and your experiences.

1. How has sport influenced society?

Sport influences society in many ways. Here are a few examples:

- **Nationalism:** Think back to the Winter Olympics of 2010, where Canada won a record number of gold medals. This caused such strong feelings of pride that people spontaneously broke into singing “O Canada” on the streets of Vancouver, BC.
- **Celebrity:** Many celebrities are famous athletes, and the media love to comment on their successes and problems or tragedies.
- **International conflict:** Sport can escalate conflict between countries. Did you know that a soccer game once triggered a war in which 3000 people died? *La guerra del fútbol* took place in 1968 between Honduras and El Salvador. Note that the causes of the war were complicated, but tensions between the two countries at a soccer tournament added to the hostility.
- **Finances:** Governments spend a lot of taxpayers’ money to build and support sports facilities and programs. For example, many Olympic Games have plunged their host nations into debt.

2. Has sport influenced you in any way? If so, how? If not, why not?

You, as well as your friends and family, have probably been involved in playing or supporting some organized sports. Here are some examples of how sports can influence you:

- *Involvement in physical activities and sports can keep some high school students from dropping out of school.*
- *Families can get closer when family members take part in or observe sporting events together. If your family has celebrated sporting accomplishments, it probably created great memories for the whole family.*
- *Sporting activities are a great way to meet people and to make friends.*
- *Sports can help teenagers stay away from drugs and crime.*

3. What are some values that teenagers can learn through sport? Are they positive or negative?

Teenagers learn many values from sport, including positive values such as the following:

- **Fair play/sportsmanship:** This includes being gracious when losing a game, or when the official calls a player for something that he or she did not do.
- **Respect:** Players need to respect each other, their opponents, the officials, the coaching staff, and the audience.
- **Teamwork:** Teams succeed when the players play as a team, and not as a group of individuals.
- **Punctuality:** Players need to get to the practice or game on time.
- **Preparedness:** Players need to be ready for a practice or game by, among other things, getting enough sleep.
- **Healthy living:** Players need to live healthfully by getting enough sleep, eating well, and avoiding tobacco and alcohol.

Unfortunately, teenagers may also learn negative values from sport. Some of the common ones include the following:

- **Unfair/unethical play:** Some players feel that winning (even if it involves unfair play) is more important than sportsmanship.
- **Disrespect:** Some players and parents of players disrespect opponents and officials.
- **Egoism:** Some players don't seem to care about their teammates, and try to get all the glory of athletic achievement for themselves.
- **Intimidation:** Some players try to intimidate opponents through violence.

Learning Activity 4.4: Gender Equity in Sport

As student responses will vary for this learning activity, no answer key is provided.

Learning Activity 4.5: Moral Dilemmas in Sport

You tested your attitude toward sporting behaviours by examining, together with your learning partner, the following 14 scenarios and identifying whether you thought the actions described were “cheating” or “part of the game.”

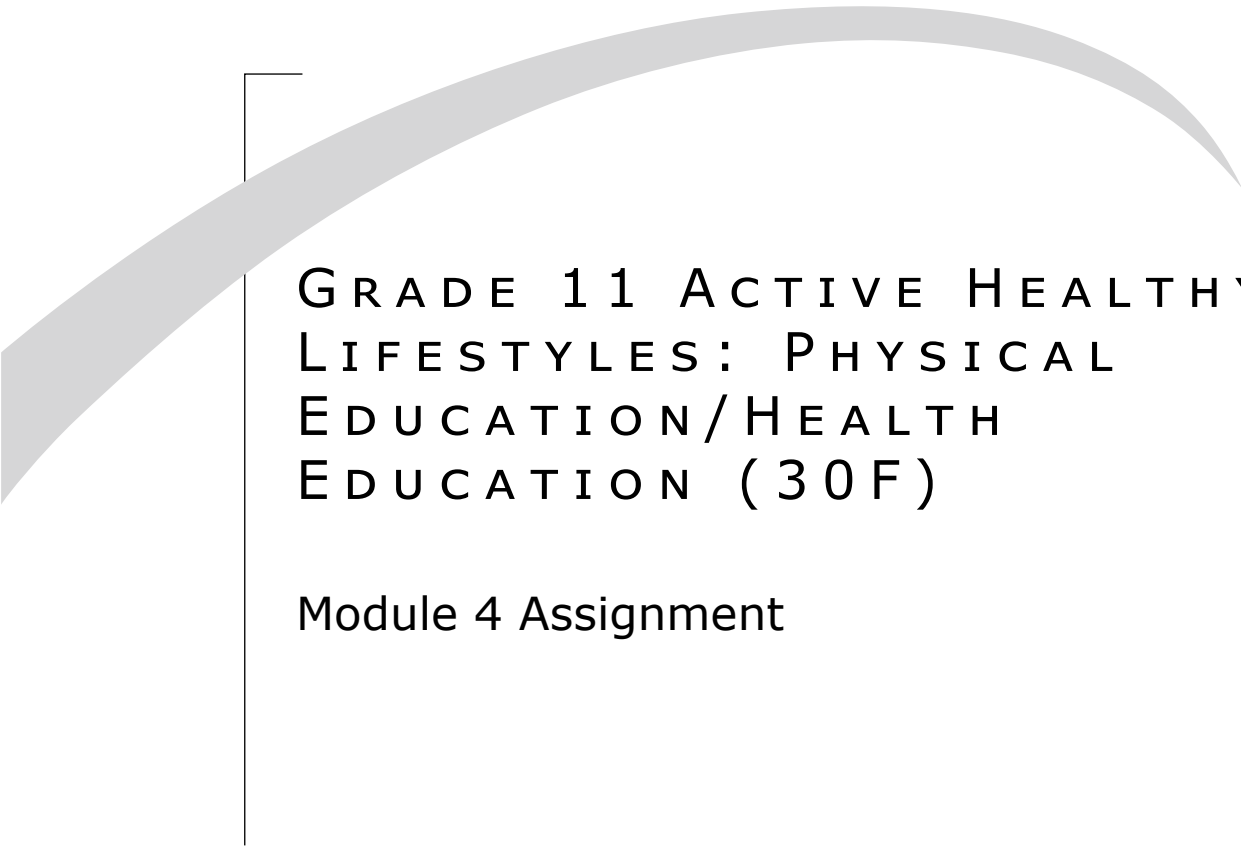
C - Cheating

P - Part of the Game

For each scenario, you were asked to write a brief statement explaining your choice. Compare your responses to those presented in the following chart.

Scenario	C	P	Explanation
1. To get a needed time out, a coach instructs a soccer player to fake an injury.	✓		This is dishonest. It also manipulates the emotions of spectators by indicating that a player is hurt when, in reality, he or she is not.
2. After every score, a basketball player taunts the defender in an effort to “psyche him or her out.”	✓		This shows disrespect toward the opposing player. It could also increase the level of tension during the game, which might culminate in violence and/or injury.
3. To gain an edge, a golfer illegally alters equipment.	✓		This is dishonest and shows disrespect toward the sport by breaking the rules.
4. A baseball coach instructs a pitcher to throw the ball at the other team’s best batter’s head to brush the batter back from the plate.	✓		It is a criminal offense to try to injure somebody deliberately.
5. To motivate players, a coach uses foul language and insults.	✓		The coach is disrespecting his or her own players by publicly humiliating them.
6. In basketball, a player commits a deliberate foul to stop the clock in the final minute of play.	✓		This player is disrespecting the sport because he or she is trying to win by manipulating the rules, instead of using skill, strategies, speed, strength, and so on.
7. In soccer, a coach teaches players to grab and hold shirts illegally without being detected.	✓		The coach is disrespecting the sport and all players, and asking the players to be deceitful.
8. In volleyball, a player says nothing after a referee erroneously says the player never touched the ball.	✓		The player is showing disrespect to the sport by not communicating openly with the referee.
9. To set a new scoring record, a football team facing a badly overmatched opponent runs up the score to 96–7.	✓		The team is showing disrespect to the opposing players by publicly humiliating them.
10. In baseball, a fielder traps the ball against the ground, but tries to convince the umpire that he or she caught it cleanly.	✓		The fielder is disrespecting the umpire and the sport by being dishonest.
11. A wrestling coach instructs an athlete to attack a recent injury of the opponent.	✓		The coach is showing disrespect to the opposing player by deliberately conspiring to injure him or her. This might also be a crime.
12. In ice hockey, a coach sends in a player to instigate a fight with the other team’s top scorer.	✓		The coach is showing disrespect to the sport by trying to win by provocation, and not by skill, strategies, speed, strength, and so on.
13. In a close tennis match, the referee calls a sideline shot you have made “in.” You know it was out but don’t say anything.	✓		You are disrespecting the game because you are not being transparently honest about your shot, and you are trying to win through the mistakes of the referee, instead of through your skill, strategies, speed, strength, and so on.
14. You are fouled in a close basketball game with the time running out. The coach calls you and another teammate over and instructs the other player to go to the shooting line in your place.	✓		The coach is being disrespectful to you by not letting you take your foul shot. The coach is disrespecting the referee by trying to deceive him or her.
15. Other			

Notes



GRADE 11 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (30F)

Module 4 Assignment

MODULE 4 ASSIGNMENT



Assignment 4.1: The Impact of Sporting Behaviour

In this assignment you will reflect on your attitude and actions while participating in sport, and consider whether you displayed good sportsmanship or if there was room for improvement.

Think about a sport in which you have participated, be it in a community league, on a school team, in intramurals after school, or in physical education classes at school.

1. Who were the people you played the sport with? Who were the spectators that watched you play?
2. How might your sporting behaviour have influenced your teammates, the opposing teams, and the spectators? Did you provide a positive or a negative model of behaviour?
3. Would you change anything about your sportsmanship? Why or why not?

Your response should be five paragraphs in length and will be assessed using the following criteria.

continued



Assignment 4.1: The Impact of Sporting Behaviour (continued)

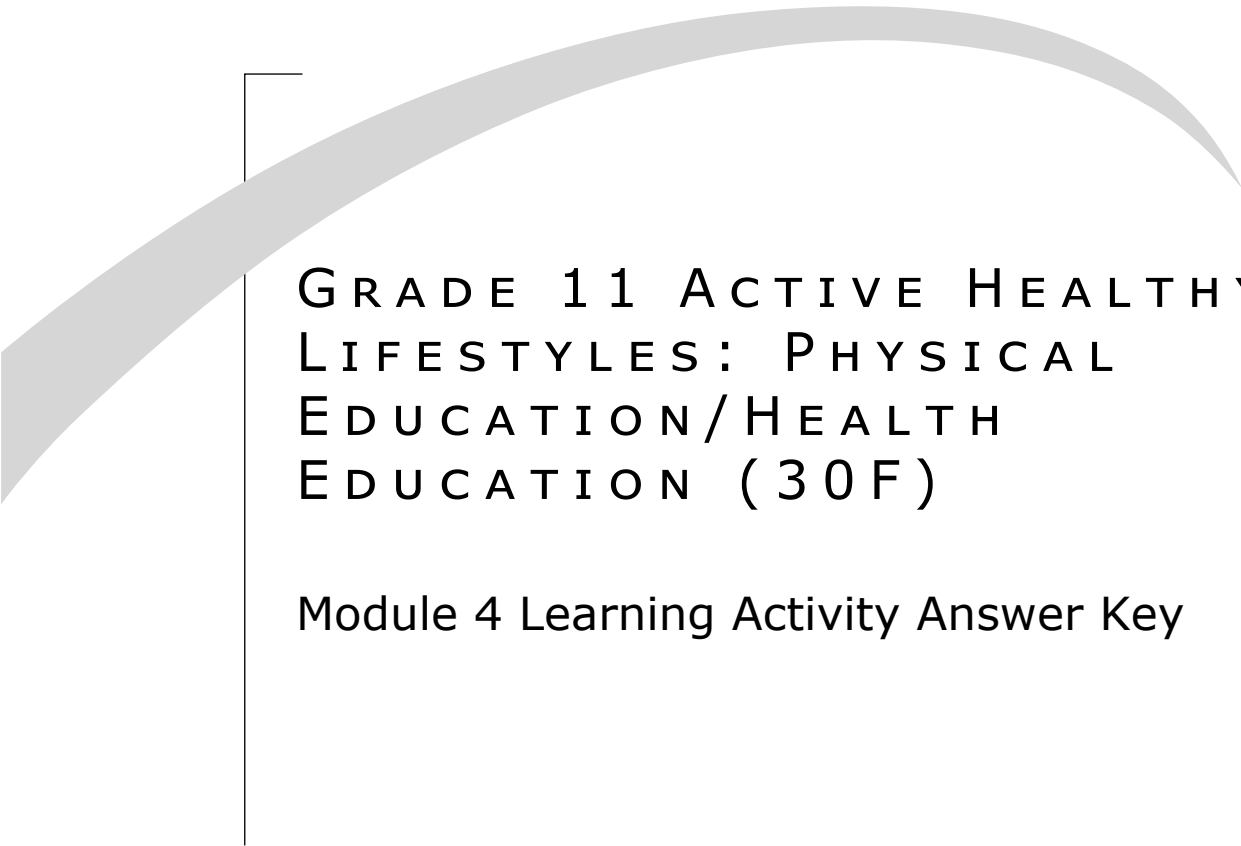
Assignment 4.1: The Impact of Sporting Behaviour—Criteria

Your completed assignment must meet these criteria:

1. **Introduction:** Include an introductory paragraph of approximately two or three sentences, in which you
 - a. describe your sport, where you played, how often, how old you were, and so on
 - b. describe teammates, opponents, and spectators
2. **Body paragraphs:** Include approximately three paragraphs, including
 - a. one paragraph that provides examples of your sportsmanship
 - b. one paragraph that describes whether this was an example of either positive or negative sportsmanship, and explains how you got to that answer
3. **Conclusion:** Include a concluding paragraph of one or two sentences, which briefly describes any changes that you would make to your sportsmanship or describes what you value about your sportsmanship. Explain why you feel that way.
4. Make sure your writing is clear, readable, and understandable.
5. Make sure your response contains a minimum of spelling and grammar mistakes.



Remember, if your assignment does not meet the above criteria, your tutor/marker will have to send it back to you to redo. To receive a Complete designation for this course, all your assignments must meet the specified criteria.



GRADE 11 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (30F)

Module 4 Learning Activity Answer Key

MODULE 4 LEARNING ACTIVITY ANSWER KEY

Learning Activity 4.1: The Origin of Sports

For this learning activity you were asked to complete the following table by matching each sport or event with the correct description or origin. Compare your responses to the answer key provided below.

History of Sport: Match the Columns (<i>Answer Key</i>)		
Sport/Event	Match	Description/Origin of Sport/Event
1. Golf	k	a. The first of these festivals, which were part of a religious festival to honour Zeus, was held in 776 BCE.
2. Ice hockey	f	b. Canada's official summer game. First played by the First Nations in the 1600s.
3. Volleyball	e	c. The Chinese played a form of this game more than 3000 years ago.
4. Basketball	j	d. A Scottish game played with rocks dating back to 1511.
5. First Olympic Games	a	e. Game invented in 1895 by William G. Morgan in Massachusetts, USA.
6. Curling	d	f. Originated around 1800 in Windsor, Nova Scotia, Canada.
7. Weight lifting	h	g. Games held in Athens, Greece, in 1896.
8. Lacrosse	b	h. This sport, in some form, probably dates to prehistoric times. Most likely, someone lifted a heavy rock and then challenged someone else to try it.
9. Soccer	c	i. Developed in the 1960s. The first piece of equipment used was called the Snurfer.
10. Triathlon	n	j. Invented by Canadian James Naismith in 1891.
11. Snowboarding	i	k. The first game was played in Edinburgh, Scotland, in 1456.
12. Speed skating	m	l. Cave drawings of this sport have been found, dating back to 3000 BCE, in the (Chinese) Sumero-Akkadian civilization.
13. Wrestling	l	m. Dates back over 1000 years, to the canals and waterways of Scandinavia and the Netherlands.
14. First modern-day Olympic Games	g	n. Invented in the early 1970s by the San Diego Track Club.

Learning Activity 4.2: The Participation Continuum*

You had an opportunity to apply what you had learned about the continuum of physical activity and sport by answering the following questions.

1. Classify each of the physical activities listed in the chart below as examples of one, two, or three of the following stages of the continuum of physical activity and sport participation:

F - Free play

G - Game play

S - Sport

Note that the **work** stage is not included, since it is possible that professional athletes can be paid for any of these activities.

There are no simple right or wrong answers for many of these physical activities. But here are some suggested ones.

F, G, S	Archery
F	Ballet
G, S	Bowling
G	Checkers
F, G, S	Cheerleading
S	Curling

S	Golfing
F, G, S	Horseshoes
F, G	In-line skating
F	Jogging
F, G, S	Rock climbing
F, G, S	Skiing

F, G	Skipping rope
F, G	Skipping stones
F, G	Street hockey
F	Throwing a ball
F	Tobogganing
F, G, S	Weightlifting

2. Did you have difficulty classifying any of the physical activities? If so, which ones?

You probably did. Your list may include activities such as golfing, ballet, and checkers.

3. Why were some of the physical activities harder to classify than others?

You may not have had access to all the information necessary to answer the questions. For example, you might wonder whether there are tournaments for activities such as checkers or horseshoes.

4. Think of three physical activities different from the ones listed that you think would be difficult to classify. Explain why you selected these three.

- **Modern dance** does not seem to fit anywhere. It might be considered free play, because people often express themselves through different types of dance, but professional dancers have considerable skill and undergo rigorous training.
- **Ultimate (Frisbee)** could be a sport if it was organized as part of a league or a tournament.
- **Swimming** might belong in all three categories. The word *swimming* covers everything from toddlers splashing in the water to Olympic swimmers breaking world records.

* Source: Adapted, with permission, from R.B. Woods, 2007, *Social issues in sport* (Champaign, IL: Human Kinetics), 5-9.

Learning Activity 4.3: The Impact of Sport

You were asked to brainstorm responses to the following questions with your learning partner. When you compare your responses to the following answer key, keep in mind that there are no right or wrong answers, as your responses will be based on the information that you have read, your personal opinions, and your experiences.

1. How has sport influenced society?

Sport influences society in many ways. Here are a few examples:

- **Nationalism:** Think back to the Winter Olympics of 2010, where Canada won a record number of gold medals. This caused such strong feelings of pride that people spontaneously broke into singing “O Canada” on the streets of Vancouver, BC.
- **Celebrity:** Many celebrities are famous athletes, and the media love to comment on their successes and problems or tragedies.
- **International conflict:** Sport can escalate conflict between countries. Did you know that a soccer game once triggered a war in which 3000 people died? *La guerra del fútbol* took place in 1968 between Honduras and El Salvador. Note that the causes of the war were complicated, but tensions between the two countries at a soccer tournament added to the hostility.
- **Finances:** Governments spend a lot of taxpayers’ money to build and support sports facilities and programs. For example, many Olympic Games have plunged their host nations into debt.

2. Has sport influenced you in any way? If so, how? If not, why not?

You, as well as your friends and family, have probably been involved in playing or supporting some organized sports. Here are some examples of how sports can influence you:

- Involvement in physical activities and sports can keep some high school students from dropping out of school.
- Families can get closer when family members take part in or observe sporting events together. If your family has celebrated sporting accomplishments, it probably created great memories for the whole family.
- Sporting activities are a great way to meet people and to make friends.
- Sports can help teenagers stay away from drugs and crime.

3. What are some values that teenagers can learn through sport? Are they positive or negative?

Teenagers learn many values from sport, including positive values such as the following:

- **Fair play/sportsmanship:** This includes being gracious when losing a game, or when the official calls a player for something that he or she did not do.
- **Respect:** Players need to respect each other, their opponents, the officials, the coaching staff, and the audience.
- **Teamwork:** Teams succeed when the players play as a team, and not as a group of individuals.
- **Punctuality:** Players need to get to the practice or game on time.
- **Preparedness:** Players need to be ready for a practice or game by, among other things, getting enough sleep.
- **Healthy living:** Players need to live healthfully by getting enough sleep, eating well, and avoiding tobacco and alcohol.

Unfortunately, teenagers may also learn negative values from sport. Some of the common ones include the following:

- **Unfair/unethical play:** Some players feel that winning (even if it involves unfair play) is more important than sportsmanship.
- **Disrespect:** Some players and parents of players disrespect opponents and officials.
- **Egoism:** Some players don't seem to care about their teammates, and try to get all the glory of athletic achievement for themselves.
- **Intimidation:** Some players try to intimidate opponents through violence.

Learning Activity 4.4: Gender Equity in Sport

As student responses will vary for this learning activity, no answer key is provided.

Learning Activity 4.5: Moral Dilemmas in Sport

You tested your attitude toward sporting behaviours by examining, together with your learning partner, the following 14 scenarios and identifying whether you thought the actions described were “cheating” or “part of the game.”

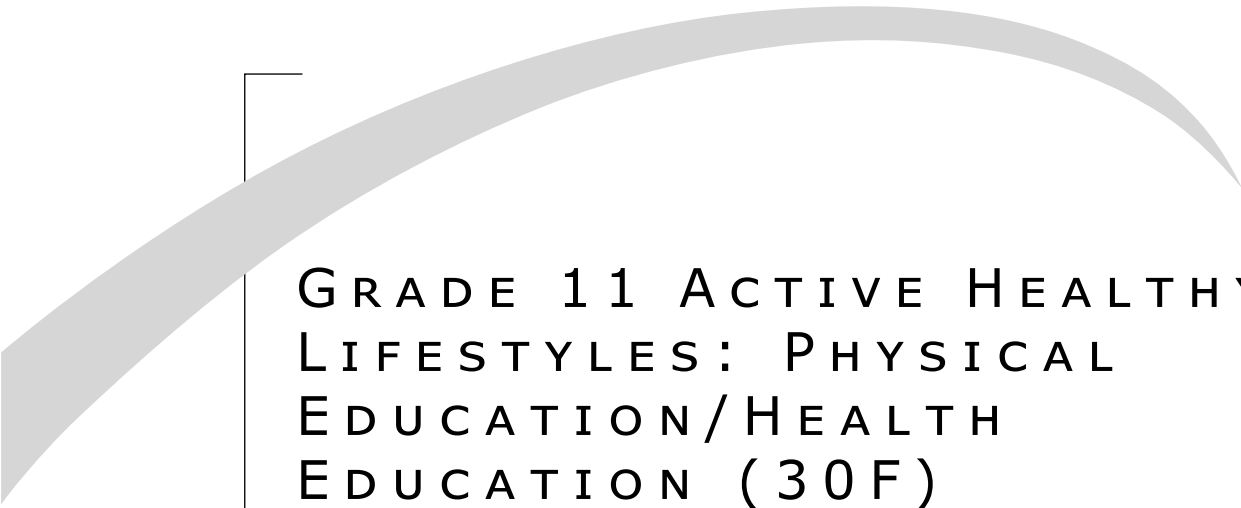
C - Cheating

P - Part of the Game

For each scenario, you were asked to write a brief statement explaining your choice. Compare your responses to those presented in the following chart.

Scenario	C	P	Explanation
1. To get a needed time out, a coach instructs a soccer player to fake an injury.	✓		This is dishonest. It also manipulates the emotions of spectators by indicating that a player is hurt when, in reality, he or she is not.
2. After every score, a basketball player taunts the defender in an effort to "psyche him or her out."	✓		This shows disrespect toward the opposing player. It could also increase the level of tension during the game, which might culminate in violence and/or injury.
3. To gain an edge, a golfer illegally alters equipment.	✓		This is dishonest and shows disrespect toward the sport by breaking the rules.
4. A baseball coach instructs a pitcher to throw the ball at the other team's best batter's head to brush the batter back from the plate.	✓		It is a criminal offense to try to injure somebody deliberately.
5. To motivate players, a coach uses foul language and insults.	✓		The coach is disrespecting his or her own players by publicly humiliating them.
6. In basketball, a player commits a deliberate foul to stop the clock in the final minute of play.	✓		This player is disrespecting the sport because he or she is trying to win by manipulating the rules, instead of using skill, strategies, speed, strength, and so on.
7. In soccer, a coach teaches players to grab and hold shirts illegally without being detected.	✓		The coach is disrespecting the sport and all players, and asking the players to be deceitful.
8. In volleyball, a player says nothing after a referee erroneously says the player never touched the ball.	✓		The player is showing disrespect to the sport by not communicating openly with the referee.
9. To set a new scoring record, a football team facing a badly overmatched opponent runs up the score to 96–7.	✓		The team is showing disrespect to the opposing players by publicly humiliating them.
10. In baseball, a fielder traps the ball against the ground, but tries to convince the umpire that he or she caught it cleanly.	✓		The fielder is disrespecting the umpire and the sport by being dishonest.
11. A wrestling coach instructs an athlete to attack a recent injury of the opponent.	✓		The coach is showing disrespect to the opposing player by deliberately conspiring to injure him or her. This might also be a crime.
12. In ice hockey, a coach sends in a player to instigate a fight with the other team's top scorer.	✓		The coach is showing disrespect to the sport by trying to win by provocation, and not by skill, strategies, speed, strength, and so on.
13. In a close tennis match, the referee calls a sideline shot you have made "in." You know it was out but don't say anything.	✓		You are disrespecting the game because you are not being transparently honest about your shot, and you are trying to win through the mistakes of the referee, instead of through your skill, strategies, speed, strength, and so on.
14. You are fouled in a close basketball game with the time running out. The coach calls you and another teammate over and instructs the other player to go to the shooting line in your place.	✓		The coach is being disrespectful to you by not letting you take your foul shot. The coach is disrespecting the referee by trying to deceive him or her.
15. Other			

Notes



GRADE 11 ACTIVE HEALTHY LIFESTYLES: PHYSICAL EDUCATION/HEALTH EDUCATION (30F)

Module 5

Substance Use and Abuse Prevention

This module contains the following:

- Introduction
- Lesson 1: Legal and Illegal Substances
- Lesson 2: Stages of Substance Use and Addiction
- Lesson 3: Risks and Consequences of Substance Use
- Lesson 4: Advocacy against Substance Use
- Module 5 Learning Activity Answer Key
- Module 5 Assignments
 - Assignment 5.1: Module 5 Physical Activity Log
 - Assignment 5.2: Researching Cannabis
 - Assignment 5.3: Consequences of Prescription Medication Combinations

MODULE 5: SUBSTANCE USE AND ABUSE PREVENTION

Introduction

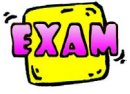
Keeping up with regular physical activity is only one aspect of leading a healthy life. You also need to be aware of the substances you put into your body, and how they affect your well-being. This module, the last one in this course, provides information about how drugs are classified and what effects they have on the human body. You will learn several decision-making strategies that will help you to make informed choices about using drugs.

Assessment

When you have completed the assignments for Module 5, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Lesson	Assignment Number	Assignment Title
1	Assignment 5.1	Module 5 Physical Activity Log
2	Assignment 5.2	Researching Cannabis
3	Assignment 5.3	Consequences of Prescription Medication Combinations

Writing Your Final Examination



You will write the final examination when you have completed Module 5 of this course. The final examination is based on Modules 1 to 5. To do well on the final examination, you should review all the work you complete in Modules 1 to 5, including all the learning activities and assignments. You will write the final examination under supervision.

LESSON 1: LEGAL AND ILLEGAL SUBSTANCES

Introduction

In this lesson you will review the categories of legal and illegal drugs. You will also learn how to read a label of a prescription drug.

After completing this lesson, you will show an understanding of

- how drugs and other substances are classified according to the way they affect the mind and body
- how the misuse of any drug (be it over-the-counter medication, prescription medication, or illegal street drugs) can be a serious health risk
- why you should know the benefits and risks of a drug before taking it

You will also be able to

- explain how drugs and other substances are classified
- use reliable information to make healthy decisions regarding substance use and abuse



Assignment 5.1: Module 5 Physical Activity Log

It is now time for you to begin recording the data from your Physical Activity Plan, using the Module 5 Physical Activity Log. The assignment details can be found at the end of this module. You will either mail or electronically submit the assignment to the Distance Learning Unit when you have completed Module 5.

Defining Drugs

A **drug** is any chemical other than food that, when it enters the body, affects the way the mind and body work. Alcohol, caffeine, nicotine, and medications are all drugs. Drugs change the messages that brain cells send to each other and to the rest of the body by interfering with the brain's own chemical signals – neurotransmitters.

There are two categories of drugs:

- **Legal drugs** are known as over-the-counter (OTC) and prescription (Rx) drugs. Alcohol, nicotine, and caffeine are all legal drugs.
- **Illegal drugs** refer to drugs that are not prescribed by a licensed medical professional, and their use is unlawful under Canada's *Controlled Drugs and Substances Act* (Department of Justice Canada).

Legal Drugs

Legal drugs are either prescription medications assigned by a physician or non-prescription medications available at a pharmacy. They are intended for medical purposes, such as easing pain symptoms and treating health conditions.

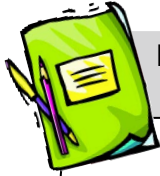
Over-the-Counter (OTC) Drugs

OTC drugs are available without a doctor's prescription. They include pain relievers, cold and flu medications, allergy medications, acne products, and weight-control products. These drugs are usually safe when taken according to the directions on their labels.

Each OTC drug label must have information about the following:

- **Medicinal ingredients:** These are the drugs that alleviate symptoms, control pain, fight infection, and so on.
- **Non-medicinal ingredients:** These are chemicals that hold pills together, give medication a certain colour, keep a liquid from separating, and so on.
- **Uses:** This information tells you what condition the drug is intended to treat.
- **Possible side effects:** The side effects might include drowsiness or nausea.
- **Warnings/cautions:** The label might advise you not to drive while using the OTC drug, caution you not to take the drug if you have certain medical conditions, and so on.
- **Instructions on dosage and frequency of use:** This information advises you how often to take the OTC drug, and how much you should take each time.

The following learning activity will give you some practice in reading OTC drug labels.



Learning Activity 5.1: Reading Over-the-Counter Drug Labels

To complete this learning activity, you will need access to an OTC drug label. You will likely have one at home. If you don't, ask your parents/guardians if they might have access to one. If you still can't find one, contact your tutor/marker.

Read the OTC drug label. Use the following table to record the information you find on the label.

OTC Drug Label	
Medicinal Ingredients	
Non-Medicinal Ingredients	
Uses	
Warnings/Cautions	
Directions/Dosage	
Other	

When you have finished recording the information, compare your responses to those provided in the Learning Activity Answer Key at the end of this module. Because there are so many different types of OTC drug labels, the one you used in this learning activity is probably different than the one used in the answer key (which contains the information from a well-known antihistamine used for relieving allergies). However, the answer key will give you an idea of the type of information found on OTC drug labels.

Prescription Drugs

A **prescription drug** must be authorized by a physician or another qualified health professional. Prescriptions allow a pharmacist to provide a patient with a specified amount of a particular medication, along with instructions for its use. Prescription drugs are regulated by Health Canada's Therapeutic Products Directorate.

Although prescription drugs can be helpful for the patient for whom they are prescribed, they can cause serious harm if taken in improper doses or by another person.

Psychoactive Prescription Drugs

Certain prescription drugs affect the brain, altering a person's mood and/or behaviour. They are referred to as **psychoactive drugs**. There are three categories of psychoactive prescription drugs, each capable of creating dependency and addiction if taken improperly:

- **Narcotic pain medications** are prescribed to manage chronic or severe pain, and they cause feelings of pleasure and euphoria. These include morphine- and codeine-related drugs. Brand names include Demerol, OxyContin, Vicodin, and Dilaudid.
- **Central nervous system (CNS) depressants** are meant to treat conditions such as stress, panic attacks, and sleep disorders. They are generally known as sedatives and tranquilizers. Brand names include Nembutal, Valium, and Xanax.
- **CNS stimulants** are prescribed to settle conditions such as attention deficit disorder and attention deficit hyperactivity disorder. Ritalin is a CNS stimulant.



Other prescription drugs that may be misused include anabolic steroids, which are often used in an attempt to build muscle mass, and cannabis-related prescription products, such as medical marijuana.

You will practise reading prescription drug labels in the following learning activity.



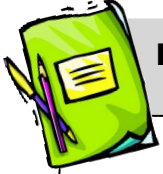
Learning Activity 5.2: Reading Prescription Drug Labels

Using the sample label provided, answer the following questions to determine what important information must be included on a prescription drug label.

MANITOBA Pharmacy 204 Manitoba Street Winnipeg MB R2B 2Y2 Canada Store # 0001 Phone: 204-204-2004	
Rx# 2042042 Ref:0 Dr. Manitoba	 Tx# 24242424
Toba Man	
TAKE 1 CAPSULE THREE TIMES DAILY UNTIL FINISHED (ANTIBIOTIC)	
APO-AMOXI 500MG AMOXICILLIN 500MG RED/YEL/ELLIP/APO(500)	APX 00628123
30 CAP 14 Oct 2007 Total:21.43	EDS
 Important: Take this medication for the prescribed duration.	

1. What is the name of the pharmacy?
2. What is the address of the pharmacy?
3. What is the store number of the pharmacy?
4. What is the phone number of the pharmacy?
5. What is the prescription number?
6. What is the physician's name?
7. What is the date on which the prescription was filled?
8. What is the name of the person for whom the drug is prescribed?
(Prescription drugs should be used only by the person for whom the drugs were prescribed.)
9. What is the brand name of this drug?
(Various manufacturers or companies may make the same generic drug but will call it by their own brand or trade name.)

continued



Learning Activity 5.2: Reading Prescription Drug Labels (*continued*)

10. What is the name of the medication or the main ingredient?
11. How many capsules are in the package?
12. What are the directions or instructions for taking the medication?
13. Are there any cautions or warnings on the label?

When you have answered the questions, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.

Illegal Drugs

Illegal drugs are regulated or unlawful substances that are usually obtained by dishonest or prohibited means. Cocaine, crystal methamphetamine (meth), anabolic steroids, and heroin are all illegal drugs.

Whether or not a drug is legalized is often influenced by political, cultural, and social concerns. For example, tobacco was considered illegal when it was first brought to England. It was legalized, however, when it was determined to be a revenue source for the government. Despite the fact that it is now known to be a health risk, tobacco remains a legal substance.

Changes in the legal status of drugs continue today, as in the case of marijuana use (legalized in 2018). While marijuana does have therapeutic benefits for patients in chronic pain, there is still the concern that even if a drug is legal, it isn't necessarily safe.

Safety Concerns

Illegal drugs are branded as illegal because of their harmful and sometimes life-threatening side effects. Crystal meth, for example, can create convulsions, raise blood pressure to unhealthy levels, and cause psychotic episodes, when the user cannot tell what is or is not real.

The activities associated with illegal drug use also have the potential for harm. Injecting drugs into your body using syringes and needles carries the risk of contracting infections if the needles are unsterilized, reused, or shared by several people. Hepatitis and the human immunodeficiency virus (HIV), for example, can be contracted by sharing needles.

Furthermore, since illegal drugs are made in home laboratories, there is no way for users to know the purity or strength of the drugs they are taking, or exactly what chemicals were used to make the drugs.

Classifying Illegal Drugs

Illegal drugs are classified based on the common effects they have on the mind or on the body.

- **Depressants** slow down body functions, lowering your state of alertness and causing drowsiness and sleep. Depressants include alcohol, opiates, heroin, and morphine.
- **Stimulants** are drugs that produce a quick, temporary boost of energy. They stimulate (speed up) body functions such as heart rate and blood pressure. Cocaine and crystal meth are both stimulants.
- **Hallucinogens** distort your sense of reality, causing you to see or hear things that are not really there. Hallucinogens speed up and slow down body functions. Acid, magic mushrooms, and peyote are examples of hallucinogens.



Assignment 5.2: Researching Cannabis

You have just learned about legal and illegal substances. For this assignment, you will research information on an illegal substance and record your findings in a table provided. You will also use the information you find to write a 200- to 300-word response to the statement, "Cannabis should remain legal." To achieve a **Complete** on this assignment, you need to meet all the identified criteria. The assignment details and criteria can be found at the end of this module.

Summary

Drugs are categorized as either legal or illegal; however, even drugs prescribed by a doctor can have unwanted side effects. The next lesson focuses specifically on the consequences of misusing or abusing drugs of any category.

LESSON 2: STAGES OF SUBSTANCE USE AND ADDICTION

Introduction

In the previous lesson you learned about the categories of drugs and their effects on the mind and body. In this lesson you will explore the stages of substance use from non-involvement to dependent involvement.

After completing this lesson, you will show an understanding of

- why drug addiction is a complex issue
- the levels of involvement in substance use, ranging from non-involvement to dependent involvement
- how the physical signs of drug abuse or addiction can vary depending on the person and on the drug being abused

You will also be able to

- explain the levels of involvement in substance use or abuse

Substance Misuse

A common misconception is that all legal drugs are safe to use; in reality, it is possible to misuse or overdose on these substances. Even though alcohol is a legal drug, many people drink irresponsibly, and their impaired judgment leads to accidents, injury, or even loss of life.

Likewise, just because a prescription drug has been provided by a doctor does not guarantee that it is without side effects, or that it is safe for everyone to take.

Even common, over-the-counter cold medication can have unwanted side effects. For example, some medication may cause drowsiness in adults but may have the opposite effect of promoting excitability in children. Many over-the-counter drugs contain warnings for pregnant women and for people with difficulty breathing or urinating, cautioning them to ask a doctor whether it would be safe to use the medicine.

Overall, a person's experience with any drug can vary due to factors such as

- the amount and strength of the drug taken
- the setting in which the drug is taken
- gender and body size

- overall health
- whether more than one drug is being used at the same time

Prescription drugs should be taken only by the patient for whom they are prescribed, and only in the prescribed amount.

The Levels of Involvement with Substances

Some people will intentionally overdose on or misuse drugs (legal or illegal), perhaps as a way to be accepted by peers, or to escape problems or uncomfortable feelings. Any level of substance abuse carries the potential for harm, and the risk increases as a drug is used more often and in larger quantities.

The following five levels of involvement with drugs have been identified based on the impact drugs have on a person's life.

Levels of Involvement with Drugs*	
Level	Definition/Consequences of Involvement
Non-Involvement	A person has never used alcohol or other drugs.
Irregular Involvement	A person has experimented with drugs or used them infrequently. <ul style="list-style-type: none"> ■ There is little to no evidence of problems.
Regular Involvement	A person has used drugs routinely (e.g., daily, weekly, monthly). <ul style="list-style-type: none"> ■ Problems begin to crop up (typically minor or isolated, such as a hangover). ■ The person is actively looking for opportunities to use drugs.
Harmful Involvement	A person has experienced reoccurring problems due to drug involvement. <ul style="list-style-type: none"> ■ Difficulties occur at home, at work, or at school. They may include financial or legal problems. ■ Involvement with drugs continues, despite the repeated problems.
Dependent Involvement	A person has experienced reoccurring problems due to drug use, and some loss of control over drug involvement is apparent. <ul style="list-style-type: none"> ■ Withdrawal symptoms: Strong urges to continue involvement and physical or mental pain are experienced when abstaining. ■ Preoccupation: Increasing amounts of time, money, and energy are spent on involvement. ■ Progression: More of the substance must be used to achieve/maintain the desired effect.

* Source: Addictions Foundation of Manitoba. *Levels of Involvement Framework*. Winnipeg, MB: Addictions Foundation of Manitoba, 1998. www.afm.mb.ca/Learn%20More/Levels%20Invol.pdf. Adapted with permission.

Generally, the more of a drug a person consumes, the greater the effects will be. At the same time, there is no easy formula to determine whether “drinking *this* much will create an addiction” or “if you take any more than *this*, you will reach harmful involvement.” Each person’s experience with drugs will differ from another person’s experience.

Addiction

People who have reached the level of **dependent involvement** with drugs are said to have an **addiction**. Those suffering from an addiction feel they need a drug to meet physical or emotional needs, and it becomes difficult to stop using the drug.

A dependent person may experience withdrawal when he or she stops using a drug. **Withdrawal** is a physical or emotional discomfort that occurs when a drug leaves the body. Headaches, irritability, and cravings are all common signs of withdrawal.

Addictions are not limited to drugs and alcohol. People can also develop unhealthy, dependent involvement with activities such as gambling or computer use.

Summary

There are five levels, ranging from non-involvement to dependent involvement, that monitor a person’s involvement with drugs. Prescription drugs are vital for patients who are overcoming pain or sickness; however, because drugs will react differently according to body size, gender, and health, any drug (even a legal drug) can be misused when taken in an inappropriate manner.

Notes

LESSON 3: RISKS AND CONSEQUENCES OF SUBSTANCE USE

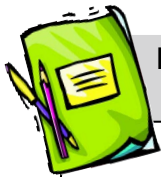
Introduction

This lesson discusses reasons why people may engage in risky behaviour with drug use, and examines five factors in people's lives that can encourage them toward drug use, or help them to avoid it.

After completing this lesson, you will be able to

- examine the factors that influence decisions regarding substance use and abuse
- use reliable information to make healthy decisions regarding substance use and abuse

A good way to begin thinking about this topic is to brainstorm about it in the next learning activity.



Learning Activity 5.3: Motivations behind Drug Use

Together with your learning partner, brainstorm about what motivates people to participate in or to avoid drug use.

1. Identify at least four reasons why you think people might choose to use alcohol or other drugs.
2. Identify at least four reasons why people choose **not** to use alcohol or other drugs.

Note that you will be using these answers when you complete Learning Activity 5.5, so put them aside in a safe place.

Compare your responses to those provided in the Learning Activity Answer Key at the end of this module.



Unintended Consequences from the Use of Prescription Medication

When making decisions about the use of prescription drugs, remember that medication can have harmful consequences. Here are two things you need to know about prescription medications:

- **Drug potency:** Prescription medications, like street drugs, are more potent and have more serious potential side effects than over-the-counter drugs. As a result, many people suffer serious health problems or fatal consequences from the abuse of prescription drugs.
- **Drug combinations:** Even low doses of certain drugs can be very dangerous, or deadly, if they are taken together. This is why it is important for your physician and pharmacist to know all the different medications you are taking. They understand the consequences of the different drug combinations.

People use prescription medication in two different ways:

- **Responsible drug use:** Taking medication according to the prescription to treat pain or other symptoms is responsible drug use.
- **Drug abuse:** The deliberate use of a chemical for purposes other than the intended medical purposes is drug abuse.

Most over-the-counter drugs and prescribed drug treatments often mask symptoms or control health problems, or in some way alter the way organ systems work. Overuse of prescription drugs frequently creates new health problems, such as side effects.

If you have a headache, for example, it is not because your body does not have enough pain medication. Pain killers can help mask or numb the pain, but they do not solve the problem that is causing your head to hurt. So, use as little pain medication as you need, and try to find the cause of your pain, and deal with the cause.

The following case study deals with drug abuse. It talks about the surprising death of Elvis Presley, a famous entertainer, who passed away in 1977 at the age of 42. Read the case study carefully, and then complete Assignment 5.3: Consequences of Prescription Medication Combinations.

Unintended Consequences: What Killed Elvis Presley?

Elvis Presley's fans were shocked when the famous entertainer died suddenly on August 16, 1977, at the age of 42. Although he had some health problems, nobody expected him to die so young.

Elvis's death started a wave of rumours. Some people said that he had been taking illegal drugs. Others said that he died from a drug overdose.

After conducting the official autopsy (the examination of a body to find the cause of death), the coroner came to a different conclusion. As the autopsy did not find any trace of banned substances, such as heroin or cocaine, the coroner concluded that Elvis did not die from taking illegal drugs. Neither did he die from an overdose. Although prescription drugs were found in Elvis's body, none of them was at a toxic (poisonous) level.

Despite the fact that the prescription drugs in Elvis's body were at a level that a doctor might prescribe, those drugs were still responsible for Elvis's death. How? The autopsy found a variety of different prescription drugs in his body, including the following (Noguchi, as cited by Janowiak 365):

- an antihistamine (prescribed for the relief of allergies)
- codeine (a narcotic prescribed for the relief of pain)
- Demerol (a narcotic prescribed as a sedative to help patients sleep)
- Valium (a tranquilizer prescribed to help people stay calm)
- a sedative-hypnotic prescription for insomnia

Although none of the prescription drugs individually was responsible for Elvis's death, some of the drugs proved to be fatal when taken in **combination** with other drugs.

Many drug combinations are dangerous. This problem is called **combined drug intoxication** or **multiple drug intake**. It includes all types of drugs, including over-the-counter medications, prescription medications, illegal drugs, recreational drugs, alcohol, and so on.

Unfortunately for Elvis, he had been caught in a dangerous circle of prescription drug abuse. Like other addicts, he started taking small amounts of drugs to deal with his problems. He had gained weight, so he took amphetamines to help him slim down. He had difficulty sleeping at night, and, conversely, had trouble staying alert during the day. Over many years, he regularly took large quantities of prescription medication, such as amphetamines (stimulants), depressants, and painkillers, to deal with his problems. He would take pills to wake him up, pills to help him relax, and pills to help him sleep. When his own doctor refused to provide him with the drugs he wanted, Elvis would get the drugs from other sources. He was even treated in hospital for detoxification from Demerol and other drugs. Eventually, it all caught up with him.

Elvis's autopsy concluded that he died of a heart attack caused by a combination of drugs resulting in a fatal irregular heartbeat. "The combination of prescription drugs depressed Elvis's central nervous system: the brain, followed by the heart, and finally the lungs" (Noguchi, as cited by Janowiak 365).

Since Elvis's death, other celebrities have died the same way. This problem has become so serious that, in order to keep their patients from taking dangerous combinations of drugs, pharmacists and doctors are now carefully examining their patients' prescriptions.



Assignment 5.3: Consequences of Prescription Medication Combinations

You have just learned about the unintended consequences from the use of prescription medications. For this assignment, you will answer questions related to the article on Elvis Presley (found in Module 5, Lesson 3) and do some research to respond to additional questions. To achieve a **Complete** on this assignment, you must answer all questions fully and meet the criteria identified for this assignment. The assignment details and criteria can be found at the end of this module.

Unintended Consequences from the Use of Street Drugs

Now that you have learned about the abuse of prescription medication, you will look at the use of street drugs. Read the following case study carefully. It deals with a teenager's experience of unintended consequences from using street drugs. As you read the case study, ask yourself whether you might end up on the same road as Emily, the main character in the story.

Unintended Consequences: It Can Happen Anywhere

Introduction

You might not think that Emily* is a recovering crystal meth addict, but she is.

She looks like a typical 17-year-old from rural Manitoba. She's tall and slim—maybe too slim. She keeps her long, brown hair in a ponytail.

Emily goes to church every week, but not in her own town. Her mom drives her to one in another community where some people give her dirty looks that make her feel creepy. She goes because she feels that it helps her stay away from the drugs that almost killed her.

She goes to school, not in her own town but in the next closest one, partly because it has an alternative program** that seems to suit her better.

She lives with both of her parents, her three brothers, her younger sister Ava,* and two dogs. Their large house is on an acreage just outside of town. They have all the “toys”—snow machines, ATVs, and a boat. Her family has lived in that area since her ancestors homesteaded there over a hundred years ago.

Background

Emily feels that her life wasn't happy when she was little. But things got worse when she was 12. Her dad went to work up north so that he could make lots of money. Sometimes, Emily wouldn't see him for two months. Her mom started to drink too much.

She didn't like her Grade 7 teacher. By that time, school was getting much harder,

and she couldn't concentrate. Her grades dropped. Her parents would yell at her and tell her that she wasn't trying hard enough. That didn't help.

It made her mad that, even though Ava was only in Grade 5, she understood her older sister's homework, especially math. Emily resented Ava, and the two sisters would fight. Emily felt stupid.

She had nothing to do in her little town. She was bored, depressed, and anxious. She felt disconnected from her friends and family. She gained weight.

Experimenting

Emily's family served wine at family functions, and her parents would let her have a glass. She didn't like the way that it burned on the way down, but she did like the way it made her feel. Actually, she liked the way it made her not feel. So, one day, when nobody was home, she drank a large glassful of red wine with lots of ice. It looked like the juice her grandma used to make when she was little. The wine made her feel numb, as if her problems were still all there, but she was able to ignore them for a while.

When she was 13, an older boy from school invited her to a bush party. She was flattered to get attention from a 17-year-old, so she went. It was a warm summer night, and there was a huge bonfire by the creek. She was the youngest person at the party. Most of the partygoers were over 18. She felt grown up and free to do anything she wanted.

* Not her real name.

** Alternative high schools are designed for students who are in danger of dropping out of regular schools. They have more flexible hours, and more teachers for every student.

She met a friendly group of older girls who invited her to smoke a joint. They seemed nice, so Emily thought that it would be OK. She tried it, and liked how it made her relax. Later, she saw them doing crystal meth. When they asked her if she wanted to try some, she felt afraid and wanted to decline. But she didn't. Maybe it was the starry sky, or the buzz from the marijuana, but Emily swallowed her fears, and tried the meth. Emily had started her addiction to hard drugs.

Addiction

Soon after, Emily was snorting or smoking meth more and more often. At first, it made her happy, energetic, and talkative. She became skinny again—really fast.

But, after a while, it didn't really make her happy. It just kept her from being unhappy. Later, it didn't even do that. It just kept her from feeling awful. Eventually, it didn't even do that.

The drugs were easy to find, even in her small town.* And when her friends would take her to Winnipeg, she tried cocaine.

At first, people would give her drugs for free, but, later, she had to pay. She emptied her bank account. Then she started stealing from her family. She shoplifted, and then stole her father's cheques and forged his signature on them. She did whatever was necessary to get drug money.

She only hung out with kids who did drugs. She isolated herself from other people because she felt ashamed to be with them. She felt agitated and paranoid (afraid that people were out to harm her, when they really weren't). Even though she had

always loved animals, she now acted as though her dogs did not exist.

She lied to cover up her drug use habit. After a while, she just started lying to everybody about everything. She even lied to herself.

Her mom found out and grounded her for a month. Emily knew that her mom would give in after a few days. Emily was right.

Emily felt awful all the time. Sometimes, she felt so bad that she wished she had never been born. She was never happy.

On her fifteenth birthday, Emily ran away from home and hitchhiked to Winnipeg. Her parents frantically searched for her, calling friend after friend. After three days, they found her in a filthy apartment. When they got home, Emily asked them to help her get into rehab. Emily started her recovery.

Recovery

Emily had no idea what to expect in rehab. It was really hard.

She had to face her worst feelings, and talk about them with the other kids in the program. For years, she had used drugs to numb her pain. Now, she had to feel that pain. She talked about things that hurt her, and figured out why she was angry. She made herself remember times when she felt humiliated, and learned how to deal with those feelings.

Emily's family needed to make changes, too. Her parents went for therapy and got rid of all the alcohol in the house.

Emily started seeing a psychiatrist, who treated her for depression and attention deficit disorder.

* In 2004, the Addictions Foundation of Manitoba surveyed 6673 randomly selected students from 58 schools from across Manitoba. Of the senior high students surveyed, 3 percent indicated they had tried meth, and 5 percent indicated they had tried cocaine or crack cocaine (Manitoba Addictions Awareness Week Committee).

When she first went into rehab, Emily was sure that she would never use drugs again. But she was wrong. It hurt so much that she relapsed four times. But each time, she went back and asked for help.

After a few weeks, she started to feel better. She stopped lying, and started to deal with her problems, instead of numbing them. She stopped seeing her friends who used drugs, and spent more time with her family.

Emily has never felt better. She now has things to look forward to. Her parents bought her a horse, and she spends hours every day riding and taking care of it. She plans on graduating from high school next year, and then go to college to become a veterinarian's assistant.

Emily wishes that she had never started doing drugs. But she knows that she can't change the past. She's just thankful that the best is yet to come.



More information on crystal meth is available on the Manitoba government website:

Manitoba. "Why Talk about It?" *Talking with Your Kids about Drugs*.
www.gov.mb.ca/crystalmeth/index.html.



Motivation for Behaviour

After reading the two case studies in this lesson, you might be wondering what motivates people to take certain actions.

- Why did Elvis Presley choose to take so much prescription medication? Do you think that you might be tempted to do the same thing?
- Why did Emily choose to take cocaine and meth? Do you think that you might be tempted to do the same thing?

Everyone has opinions about what motivates people's behaviour related to substance use, but research suggests that there are some common factors in people's lives that can put them at risk for substance abuse, or strengthen them against abusing drugs.

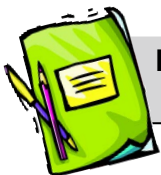
Risk and Protective Factors Related to Substance Abuse

The following factors can either put you at risk for substance abuse, or give you the strength to fight it:

- physical activity level
- personality
- history of trauma or abuse
- life skills
- relationships with family
- relationships with friends
- relationships with school
- relationships with community/culture

Look at each factor carefully. Ask yourself whether that factor can help you to make the best decisions, or hinder you from doing so. For example, ask yourself whether your relationship with your family will put you at risk for drug abuse, or strengthen you against it.

Now complete Learning Activity 5.4, where you will analyze these factors in more detail.



Learning Activity 5.4: Analyzing Protective and Risk Factors

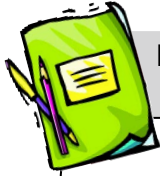
Ask your learning partner to work with you to answer the following questions regarding the protective and risk factors related to substance abuse.



1. How do you think the eight factors you just read about can influence the decision to use or not to use drugs? Using the chart on the following page, list one example of how each factor could serve as a protective factor and how it could be a risk factor. One example is provided for each category.
2. Look over your answers from Learning Activity 5.3, where you identified reasons why people participate in or avoid drug use.
 - a. Do your reasons fit under any of the eight categories listed in the following chart? Add them to the appropriate box.
 - b. If your reasons do not fit any category, add a new category for that reason.

Once you have completed the chart, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.

continued



Learning Activity 5.4: Analyzing Protective and Risk Factors (*continued*)

Factors of Protection and Risk*		
Factor	Protective Factor	Risk Factor
Physical Activity Level	<ul style="list-style-type: none"> adequate levels of physical activity 	<ul style="list-style-type: none"> low level of physical activity
Personality	<ul style="list-style-type: none"> commitment to society's values and norms 	<ul style="list-style-type: none"> lack of commitment to society's values or norms
History of Trauma or Abuse	<ul style="list-style-type: none"> no history of traumatic experiences or abuse 	<ul style="list-style-type: none"> history of traumatic experiences or abuse
Life Skills	<ul style="list-style-type: none"> adequate stress-management skills 	<ul style="list-style-type: none"> lack of stress-management skills
Relationships with Family	<ul style="list-style-type: none"> feeling unconditionally loved and accepted by parents/guardians 	<ul style="list-style-type: none"> not feeling unconditionally loved and accepted by parents/guardians
Relationships with Friends	<ul style="list-style-type: none"> close friends do not use drugs 	<ul style="list-style-type: none"> close friends use drugs
Relationships with School	<ul style="list-style-type: none"> feeling successful in school 	<ul style="list-style-type: none"> feeling like a failure in school
Relationships with Community/ Culture	<ul style="list-style-type: none"> community/culture condemns drug use 	<ul style="list-style-type: none"> community/culture condones drug use

Summary

In this lesson you identified factors that can serve as risks toward or supports against drug use. In the next lesson you will learn to identify some possible signs of drug use, as well as what you should do if someone you know is experiencing problems with drug use or abuse.

LESSON 4: ADVOCACY AGAINST SUBSTANCE USE

Introduction

According to the Addictions Foundation of Manitoba (AFM), alcohol is the substance most commonly used by Canadian teenagers, followed by cannabis. A recent Manitoba survey found that 80 percent of Grades 9 to 12 students in the province use alcohol, while 42 percent use cannabis (Patton, Mackay, and Broszeit 13, 37). Since alcohol is a commonly used drug in high school, you need to learn when the use is becoming harmful to yourself or others.

This lesson focuses on identifying substance use and abuse problems and what can be done to help someone who is struggling with these problems. You will also have the opportunity to advocate against substance use.

After completing this lesson, you will show an understanding of

- the signs and symptoms that indicate problem drug use
- how people have to help themselves avoid substance use and abuse
- the supports available for individuals with substance use and abuse problems
- how drug prevention programs promote healthy decision making

You will also be able to

- use reliable information to make healthy decisions regarding substance use and abuse

General Signs of Drug Use*

It is important to be aware of the behaviours that may be demonstrated by someone who is using and/or abusing alcohol or other drugs. By recognizing these signs and symptoms, you increase the chance of being able to find ways to offer help and support.

* Source: Addictions Foundation of Manitoba. *Signs and Symptoms of Drug Use: A Guide for Parents and Teachers*. Winnipeg, MB: AFM, 2006. Adapted with permission.

The following are some common signs and symptoms to watch for in individuals who may be using substances:

- **Signs Related to a Person's Body**
 - loss of energy
 - noticeable changes in weight and hygiene
 - self-destructive behaviour, such as cutting
 - drastic change in sleeping and waking habits
- **Signs Related to a Person's Mind**
 - loss of motivation
 - poor concentration and memory
- **Signs Related to School**
 - declining grades
 - dropping courses
 - skipping classes
 - being late for class
- **Signs Related to a Person's Behaviour**
 - lying to yourself and others
 - preoccupation with activities related to drugs or alcohol
 - involvement in harmful or dangerous activities
 - spending time with dangerous people
 - presence of alcohol/drug paraphernalia, such as rolling papers, pipes, or bottles
 - putting self at risk, such as driving impaired
 - personal or family belongings missing
- **Signs Related to a Person's Relationships with Family**
 - secretiveness about new friends and activities
 - spending more time alone
 - spending less time with family
 - talking less with family
 - staying out late
 - not coming home
 - arriving at home or school under the influence of substances

- **Signs Related to a Person's Relationships with Friends**

- not seeing former friends who are not using drugs
- seeing only new friends who are using drugs

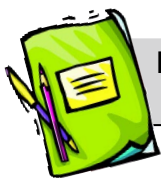
- **Signs Related to a Person's Emotions**

- mood swings
- increased irritability
- general change in personality or mood
- denying that there is any kind of a drug problem
- feelings of shame

By the time individuals demonstrate any of the above signs, they might be at the point where they cannot help themselves. If you observe signs of substance use in someone you know, consider sharing your concerns with that person. Most people with a substance abuse problem will not ask for help, and may deny that they have a problem. However, getting feedback from a friend can encourage individuals to examine their behaviour and to accept help.

The Stages of Change (as outlined in Lesson 2 of Module 2) apply to making behaviour changes related to substance use as well. It is important to recognize what stage of substance use a person is at (i.e., pre-contemplation, contemplation, preparation, action, maintenance) and to use strategies that can best help the person make behaviour changes at each stage.

Now that you have learned about the signs of drug use, complete the following learning activity. It will help you visualize a concrete example of those signs.



Learning Activity 5.5: Seth: Signs and Symptoms of Problem Drug Use

Reread the list of signs and symptoms of problem drug use presented earlier in this lesson. Then read the following story and underline signs and symptoms that you can identify in the story. They start at paragraph four and end at paragraph fourteen.

When you have finished underlining the signs and symptoms, check your answers with the Learning Activity Answer Key at the end of this module.

continued

Seth: Signs and Symptoms of Problem Drug Use

Seth is 16 and lives in Winnipeg. Until a few years ago, Seth did well in school and got along with the teachers. Sometimes he would do homework at night. He liked to read stories and solve math problems. He and his friend Jason liked rockets and entered projects in the school science fairs.

In Grade 8, Seth and Jason won a silver medal with their model rocket. Seth wanted to be a pilot. He liked sports, especially track and basketball. He went to the practices and tournaments. In Grade 9, he went to the provincial competitions. He got to skip school for a day and to be with some interesting people. One of the coaches told him that he was a good runner and that he might make the provincial team. He didn't win a medal that day, but, that night, he dreamed about playing basketball at the Olympics.

Seth and his brothers and sisters and mom live in his grandmother's house. They all used to get along well and have fun. When Seth had a problem, he would talk to his grandma. After that, he would feel better. They used to visit a lot and laugh together.

(Paragraph 4 starts here)

Occasionally, Seth's dad would come to visit, and bring a bottle with him. Dad would argue with Seth's grandmother, because grandma did not want alcohol in her house. They would stop arguing when Dad fell asleep on the couch. Seth would like to be closer to his dad, but he can't because of his dad's drinking. Seth asked his dad to quit drinking, but Seth's dad told Seth that he did not have a problem and that Seth should leave him alone.

Seth liked to play with his cousin William. But, one day, William's sister got beat up by a rival gang member. After that, William started drinking. Seth would drink with him.

In Grade 10, Seth started drinking with William more often. At first, he drank only on weekends. He felt that he had it under control because, on some weekends, he didn't drink at all. But that changed after a few months. He drank alcohol or smoked marijuana almost every day. He also took pills that people gave him. Often, he didn't know the names of the pills, or what they were, but he still took them. At times, they made him sick.

It seemed that all Seth wanted to do was drink, do drugs, and hang out with his drug friends until late at night. Sometimes, he didn't return home until the next morning. He then slept all day. He was usually late for school and skipped out a lot. When he was in school, he usually hung out behind the gym. He fell asleep in class and fought with his teachers. He couldn't study; it felt like torture. He had a hard time concentrating, or remembering what he had read. He was failing all his courses. He missed a lot of school, and the principal warned him that he would get expelled if his attendance did not improve.

He didn't feel like playing sports, so he stopped attending practices and games. He quit the teams. While his former teammates were improving in sports, he was worse than he had been a few years ago. He never saw Jason anymore. He stopped dreaming of going to the Olympics. Instead, he had nightmares.

Seth's family noticed that some of their money and personal belongings had gone missing. When asked, Seth denied knowing anything about it, and even got angry and accused his family of picking on him. A few hours later, he would be happy and giddy. In fact, he would be so happy that even his little sister thought it was weird.

At first, Seth had been very careful about hiding his drug paraphernalia. But it is impossible to be that way all the time. So, after a while, he would accidentally leave his marijuana and rolling papers lying around. Sometimes, his mother would take them and destroy them. She would also pour his alcohol down the toilet, hoping that this would help Seth quit. But it didn't. He would simply go out, steal some money, and buy some more. His family really wanted him to quit, but he would say that he did not have a problem and that everybody should stop nagging him and leave him alone.

Seth no longer had fun with his family, because he felt ashamed to be around them. He didn't talk about what he was doing or about the people he was hanging around with. He would get mad when people went into his room, or asked him about anything. When he was at home, he spent all his time locked up in his room. It was as if his entire life was a big secret. He tried to quit drugs, but he couldn't. He knew that he was addicted, but he was unable to admit it, even to himself.

He lost weight, and stopped showering regularly. He smelled like alcohol and marijuana, as well as body odour. He had a large scab on his left forearm because he would scratch himself there for a long time. He didn't know why. He just did it and couldn't stop.

Seth felt that he didn't have much to look forward to in life. He didn't think he would ever have a good job, or be part of a happy family again. He felt that he was trapped and could never get out. He never hung out with his old friends, the ones who played sports and attended school. Some gang members asked him to join, and he seriously considered it.

(Paragraph 14 ends here)

Seth and his friends would break into cars in order to get money. One day, they got caught, and the owner of the car beat Seth up so badly that he had to spend four days in the hospital. Seth told his family that he crashed his bike. They didn't believe him.

While recovering in the hospital, Seth told his mother that he wanted to quit doing drugs. He finally realized that drugs were going to kill him. Seth's mother asked the doctor if she could arrange for Seth to speak to a drug counsellor.

Seth liked the counsellor because she did not judge him. She helped him to identify his feelings. For example, Seth had been angry at his dad for years, but didn't realize it. He felt that it would be disrespectful to be angry at your own father, even if your father had a drinking problem. She spoke to him about being honest with his feelings and reconnecting with his family and old friends.

She explained that Seth was in a vicious cycle. He felt ashamed of himself because of the way he acted when he drank and did drugs. Then he would do drugs to deal with the shame. This made him feel more ashamed, so he did more drugs. Seth needed to break the cycle, and his counsellor showed him how. She talked to him about forgiving others and forgiving himself.

So Seth quit doing drugs. Even though he relapsed a few times, he is on the right track. He is happier now than he ever was before. He's not ready to play on a school team yet, but he is working out regularly. He looked up his old friends and is spending more time with his family. Even Seth's dad admits that he has a problem and is trying to get help for himself.

Seth doesn't have nightmares anymore. Instead, he dreams about being a pilot again. Seth has lots to look forward to.

How People Have to Help Themselves Avoid Substance Use/Abuse

The simplest way to avoid the nightmare of addiction is not to start abusing drugs or alcohol. Here are some things you can do to help avoid substance use and abuse:

- **Choose your friends wisely.** Teenagers often start abusing alcohol and drugs because their friends have encouraged them to. Remember, even if the people around you take drugs, that doesn't mean you have to.
- **Try to be the type of person who is less likely to become addicted to drugs.** For example, if you are happy and have healthy relationships with those around you, then you are less likely to become addicted to drugs.
- **Learn to deal with your feelings in a healthy way.** For example, when you do something wrong, try to apologize as soon as possible. That way, you stay connected to the people around you. If you are angry, find a mature person whom you trust, and then tell that person what you are angry about. Learn to express your anger in a way that enables you to respect yourself and others.

If you find yourself abusing substances, remember that other people will not be able to help you unless you start helping yourself. And, if you have an acquaintance who is abusing alcohol or other drugs, you need to remember that you might be able to encourage that person to quit, but that person will never quit until he or she makes that decision.

How to Help Someone You Are Worried About*

If you are worried about someone's involvement in and problem behaviour related to alcohol or other drugs, keep in mind that it is because of your love, care, and concern that you would like to help this person. When we have been hurt and disappointed by someone's behaviour, we can easily forget our caring concern for this person. When we express our concern with anger and hurt, in an attacking way, our loved ones may miss what we want to say. Instead, try expressing your concern and worry regarding specific behaviours, using strategies such as the following.

* Source: Addictions Foundation of Manitoba. "How to Help Someone You Are Worried About . . ." *Services: Youth*. <http://afm.mb.ca/Services/youth.htm#1>. Adapted with permission.

■ Express Your Concern

■ Use “I messages.”

- “I messages” focus on what you are seeing and how you feel about it. They can reduce defensiveness and keep the lines of communication open.
- “I messages” sound something like this: “I feel worried when you drink or use like that because I am afraid that you will overdose.”

■ Really listen. Real communication goes two ways. You can learn a lot from your friends or family members if you take the time to listen carefully to what they say. Also, if you expect them to listen to you, you must be willing to hear their thoughts and feelings as well.

■ Remain calm and caring. This is easy to say but hard to do, especially when we are feeling upset. Sometimes when anger or fear takes over, we may say or do things that we do not mean. Some of these things can damage our relationships with those we are concerned about.

■ Encourage counselling. Your friends or family members will likely respond better if you encourage them to go to a counsellor to “check out” their substance use (or gambling) problem and get some information, rather than asking them to get help for their “addiction problem.”

■ Offer suggestions. Some other offers or suggestions you could make include the following:

- “I would be willing to go with you to a counsellor. We could even call together now to make an appointment.”
- “Well, just know that I’m thinking of you. If you need anything, let me know, okay?”
- “I’ve heard that there’s an Alcoholics Anonymous meeting close by in the neighbourhood. Maybe you could go check it out – and I could come if you want.”

It is important that the individuals who have a substance use problem go for help; however, it is most important that you take care of yourself and get the help and support you need. If you can’t make changes, how can you expect others to?

■ Take Care of Yourself

- **Remember that we can't force people to change.** This is very difficult to accept. It is extremely difficult to watch those closest to us make decisions that we do not approve of; however, we can only manage or change our own behaviour and choose the way we respond to a situation. The hope is that by thoughtfully considering the way we respond, we can sometimes influence the situation.
- **Remember that we can change some things.** We can do some things to take care of ourselves in relation to others' substance use problems, such as the following:
 - Don't enable others' problems (don't cover up or lie for them).
 - Your friends or family members may not be ready to stop their substance use completely, but may be willing to cut down on their use. Ask them not to use alcohol or other drugs around you.
 - Don't ride in a vehicle driven by someone who is under the influence of alcohol or other drugs.
 - Try not to feel guilty or responsible for others' behaviours.
 - Get support for yourself, your friends, and or your family members.

Supports Available for Individuals with Substance Use and Abuse Problems

When someone is in trouble with alcohol or drugs, it is common for all those who care for them to be affected. You may notice that relationships are tense. It is important that individuals talk with each other about how they are feeling.

Find a caring person to talk to, someone outside the problem who can really be a support for you. This might be a teacher, a counsellor, a spiritual advisor, a doctor, an adult whom you trust, and so on.

Some helpful organizations that try to help others are identified below.

■ Addictions Foundation of Manitoba (AFM)

AFM is an organization that supports youth who are experiencing the impact of someone else's alcohol, drug, or gambling involvement. AFM has a number of offices across Manitoba. You could contact the AFM office closest to you, or contact this office:

Addictions Foundation of Manitoba
Youth Community-Based Services
200 Osborne St. North
Winnipeg MB R3C 1V4
Telephone: 204-944-6235
Website: www.afm.mb.ca

■ **ALATEEN**

This is a self-help group for young people who have been affected by someone else's use of alcohol or drugs.

24-Hour Meeting Information Line (US and Canada):

1-888-4AL-ANON (8:00 a.m. to 6:00 p.m., EST, M - F)

General Information and Literature Order Line:

757-563-1600 (8:00 a.m. to 6:00 p.m., EST, M - F)

Website: www.al-anon.org/alateen.html

■ **Families Anonymous, Inc.**

This is a self-help group for concerned family members or relatives of someone who has a problem with alcohol or drugs.

Website: www.familiesanonymous.org

■ **Kids Help Phone**

Kids Help Phone provides a toll-free, 24-hour, bilingual and anonymous phone counselling, referral, and Internet service for children and youth.

Toll-Free Telephone: 1-800-668-6868

Website: www.kidshelpphone.ca/Teens/Home.aspx

■ **Klinic Community Health Centre**

Klinic provides a full range of health-related services from medical care to counselling to education.

Klinic Community Health Centre

870 Portage Avenue

Winnipeg MB R3G 0P1

Telephone: 204-784-4090

24-Hour Crisis Line: 786-8686

Website: www.klinic.ca

Besides the organizations listed above, there may be trained individuals and support services personnel at your school and in your community who can provide professional assistance, including

- school counsellors
- public health nurses
- medical doctors
- community clinics
- telephone help lines

Never feel obligated to solve a friend's substance problem on your own. You can offer your support and recommend help, but the weight of intervening in a substance use or abuse issue should not be yours alone.

When Someone's Substance Use Affects Others*

Although each person's situation is unique, those affected by another's alcohol or other drug problem may share many common experiences and feelings. Often, they feel that they are somehow responsible for the problems and that no one else understands their situation. Such beliefs can leave them feeling guilty, embarrassed, angry, and alone. It may prevent them from reaching out to someone who can help.

There are two key messages to keep in mind:

- If you think you might be affected by someone else's substance use, you're not alone.
- You are not responsible for someone else's choices or behaviour.

Summary

Drug abuse is a complex issue that can affect many areas of life, including school, home life, and relationships with friends and family members. If you know a friend or a family member has a problem with alcohol or other drugs, it is all right to offer your concern and support, but this person should seek help from a professional counsellor or support service.

* Source: Addictions Foundation of Manitoba. *When Someone Else's Drinking, Drug Use or Gambling Affects You*. Winnipeg, MB: AFM, 2006. Adapted with permission.

MODULE 5 SUMMARY

Congratulations! You have finished the last module of this course.



Submitting Your Assignments

It is now time for you to submit your assignments from Module 5 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 5 assignments and organize your material in the following order:

- Module 5 Cover Sheet (found at the end of the course Introduction)
- Assignment 5.1: Module 5 Physical Activity Log
- Assignment 5.2: Researching Cannabis
- Assignment 5.3: Consequences of Prescription Medication Combinations

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Module 5 Review Questions

Lesson 1

1. How are drugs classified?
2. What information is provided on a prescription drug label?
3. How do you make healthy choices regarding the use and abuse of drugs?

Lesson 2

1. What are the levels of involvement in substance use?
2. How do you know when someone has a problem with substance use?
3. What are the signs of a dependency and an addiction? What are the similarities and differences?

Lesson 3

1. What are some of the reasons people use drugs?
2. What are the risk factors and protective factors associated with someone becoming involved in or avoiding harmful substances?

Lesson 4

1. How can you help someone who is struggling with substance abuse?
2. What resources are available in your community to treat dependencies and/or addiction?
3. How will the information you have obtained influence your decision making regarding substance use and abuse?

Final Examination

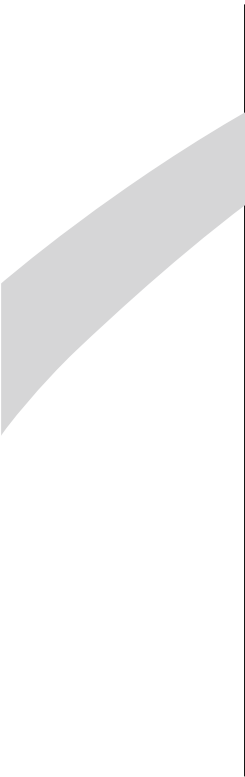


Congratulations, you have finished Module 5 in the course. The final examination is out of 100 marks and you will have to get at least 40 percent on your final examination to get a **Complete** designation in this course. In order to do well on this examination, you should review all of your learning activities and assignments from Modules 1 to 5.

You will complete this examination while being supervised by a proctor. You should already have made arrangements to have the examination sent to the proctor from the Distance Learning Unit. If you have not yet made arrangements to write it, then do so now. The instructions for doing so are provided in the Introduction to this module.

You will need to bring some pens and paper with you to the examination. A maximum of 2.5 hours is available to complete your final examination. When you have completed it, the proctor will then forward it for assessment. Good luck!

Notes



GRADE 11 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (30F)

Module 5 Learning Activity Answer Key

MODULE 5 LEARNING ACTIVITY ANSWER KEY

Learning Activity 5.1: Reading Over-the-Counter Drug Labels

To complete this learning activity, you needed access to an OTC drug label (e.g., available at home, from your parents/guardians, or from your tutor/marker).



You then used the following table to record the information you found on the label.

Compare your responses to those provided below. Because there are so many different types of OTC drug labels, the one you used is probably different than the one used in the answer key (which contains the information from a well-known antihistamine used for relieving allergies). However, the answer key will give you an idea of the type of information found on OTC drug labels.

OTC Drug Label	
Medicinal Ingredients	Per tablet: Chlorpheniramine maleate 2 mg (antihistamine)
Non-Medicinal Ingredients	D&C yellow no. 10, lactose, magnesium stearate, microcrystalline cellulose, pregelatinized starch
Uses	Temporarily relieves hay fever or upper respiratory allergy symptoms: <ul style="list-style-type: none"> ■ sneezing, runny nose, itchy, watery eyes, itchy throat
Warnings/ Cautions	When using this product: <ul style="list-style-type: none"> ■ drowsiness may occur, avoid alcohol, be careful operating motor vehicles Ask a doctor before use if you have: <ul style="list-style-type: none"> ■ glaucoma, a breathing problem, trouble urinating due to enlarged prostate Ask professional before use if: <ul style="list-style-type: none"> ■ pregnant or breast-feeding Keep out of reach of children.
Directions/ Dosage	Adults and children 12 years and older: <ul style="list-style-type: none"> ■ 2 tablets every 4 to 6 hours; do not exceed 12 tablets in 24 hours Children 6 years to under 12 years: <ul style="list-style-type: none"> ■ 1 tablet every 4 to 6 hours; do not exceed 6 tablets in 24 hours Children under 6 years: <ul style="list-style-type: none"> ■ consult a doctor
Other	Store at 20–25°C away from excessive moisture.

Learning Activity 5.2: Reading Prescription Drug Labels

Using the sample label provided, you answered the following questions to determine what important information must be included on a prescription drug label.

MANITOBA Pharmacy 204 Manitoba Street Winnipeg MB M2B 2Y2 Canada Store # 0001 Phone: 204-204-2004	
Rx# 2042042 Ref: 0 Dr. Manitoba	
Toba Man	
TAKE 1 CAPSULE THREE TIMES DAILY UNTIL FINISHED (ANTIBIOTIC)	
APO-AMOXI 500MG AMOXICILLIN 500MG RED/YEL/ELLIP/APO{500}	APX 00628123
30 CAP 14 Oct 2007 Total: 21.43	EDS
 Important: Take this medication for the prescribed duration.	

1. What is the name of the pharmacy?
Manitoba Pharmacy
2. What is the address of the pharmacy?
204 Manitoba Street, Winnipeg MB M2B 2Y2
3. What is the store number of the pharmacy?
Store: #0001
4. What is the phone number of the pharmacy?
Phone: 204-204-2004
5. What is the prescription number?
Rx: #2042042
6. What is the physician's name?
Dr. Manitoba
7. What is the date on which the prescription was filled?
October 14, 2007
8. What is the name of the person for whom the drug is prescribed?
(Prescription drugs should be used only by the person for whom the drugs were prescribed.)
Toba Man

9. What is the brand name of this drug?
(Various manufacturers or companies may make the same generic drug but will call it by their own brand or trade name.)
APO-Amoxi
10. What is the name of the medication or the main ingredient?
Amoxicillin
11. How many capsules are in the package?
30 capsules
12. What are the directions or instructions for taking the medication?
Take 1 capsule three times daily until finished.
13. Are there any cautions or warnings on the label?
*Important: Take this medication for the prescribed duration.
Keep out of reach of children.*

Learning Activity 5.3: Motivations behind Drug Use

Together with your learning partner, you brainstormed about what motivates people to participate in or to avoid drug use. Compare your responses to those provided below.

1. Identify at least four reasons why you think people might choose to use alcohol or other drugs.
- Reasons may include*
- *coping with emotional pain or numbness resulting from a difficult experience, (e.g., abandonment by parents), or feeling humiliated or degraded*
 - *dealing with peer pressure and trying to gain acceptance*
 - *relieving stress experienced at home, at school, or at work*
 - *seeking pleasurable experiences*
 - *showing independence or rebellion against parents/guardians or teachers*

2. Identify at least four reasons why people choose **not** to use alcohol or other drugs.

Reasons may include

- *being happy and having no desire to harm oneself*
- *being close to family members and feeling comfortable talking to them about personal feelings*
- *caring about personal health, knowing that ethanol (the type of alcohol found in alcoholic beverages) and street drugs are poisonous*
- *being committed to sports or physical training, or simply wanting to be in good shape*
- *having concerns about money, as drugs and alcohol can be very expensive, especially if one is addicted*

Learning Activity 5.4: Analyzing Protective and Risk Factors

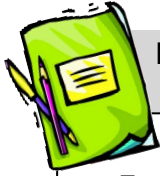
Together with your learning partner, you answered the following questions regarding the protective and risk factors related to substance abuse.

1. How do you think the eight factors you just read about can influence the decision to use or not to use drugs? Using the chart on the following page, list one example of how each factor could serve as a protective factor and how it could be a risk factor. One example was provided for each category.
2. Look over your answers from Learning Activity 5.3, where you identified reasons why people participate in or avoid drug use.
 - a. Do your reasons fit under any of the eight categories listed in the following chart? Add them to the appropriate box.
 - b. If your reasons do not fit any category, add a new category for that reason.

Compare your responses to those provided in the following chart.

continued

Factors of Protection and Risk		
Factor	Protective Factor	Risk Factor
Physical Activity Level	<ul style="list-style-type: none"> ■ adequate levels of physical activity ■ participation in enjoyable physical activities 	<ul style="list-style-type: none"> ■ low level of physical activity ■ non-participation in enjoyable physical activities
Personality	<ul style="list-style-type: none"> ■ commitment to society's values and norms ■ strong self-esteem ■ no early violent behaviour 	<ul style="list-style-type: none"> ■ lack of commitment to society's values or norms ■ poor self-esteem ■ early violent behaviour
History of Trauma or Abuse	<ul style="list-style-type: none"> ■ no history of traumatic experiences or abuse ■ no early experimentation with drugs 	<ul style="list-style-type: none"> ■ history of traumatic experiences or abuse ■ early experimentation with drugs
Life Skills	<ul style="list-style-type: none"> ■ adequate stress-management skills ■ adequate anger-management skills 	<ul style="list-style-type: none"> ■ lack of stress-management skills ■ lack of anger-management skills
Relationships with Family	<ul style="list-style-type: none"> ■ feeling unconditionally loved and accepted by parents/guardians ■ parents/guardians do not use drugs ■ adequate supervision by parents/guardians ■ feeling close to family ■ strong communication about family rules and expectations ■ family provides emotional support ■ family resolves conflicts ■ family has pro-social expectations ■ family condemns drug use 	<ul style="list-style-type: none"> ■ not feeling unconditionally loved and accepted by parents/guardians ■ parents/guardians use drugs ■ inadequate supervision by parents/guardians ■ feeling distant from family ■ poor communication about family rules and expectations ■ family does not provide emotional support ■ family conflicts remain unresolved ■ family is antisocial ■ family condones drug use
Relationships with Friends	<ul style="list-style-type: none"> ■ close friends do not use drugs ■ friends condemn drug use ■ feeling accepted for who you are 	<ul style="list-style-type: none"> ■ close friends use drugs ■ friends condone drug use ■ feeling pressure to take drugs in order to be accepted
Relationships with School	<ul style="list-style-type: none"> ■ feeling successful in school ■ enjoyment of school ■ participation in extracurricular activities ■ strong support network ■ high social and academic expectations 	<ul style="list-style-type: none"> ■ feeling like a failure in school ■ dislike of school ■ non-participation in extracurricular activities ■ lack of support network ■ low social and academic expectations
Relationships with Community/ Culture	<ul style="list-style-type: none"> ■ community/culture condemns drug use ■ drugs hard to obtain ■ availability of community-sponsored activities ■ participation in religious activities ■ feeling part of community/culture 	<ul style="list-style-type: none"> ■ community/culture condones drug use ■ drugs easy to obtain ■ non-availability of community-sponsored activities ■ absence of religious activities ■ not feeling part of community/culture



Learning Activity 5.5: Seth: Signs and Symptoms of Problem Drug Use

For this learning activity, you read the story below, and underlined signs and symptoms of problem drug use (discussed in Lesson 4) reflected in the story.

Compare the signs and symptoms of problem drug use that you found with those identified (in italics) below. They start at paragraph four and end at paragraph fourteen.

Seth: Signs and Symptoms of Problem Drug Use

Seth is 16 and lives in Winnipeg. Until a few years ago, Seth did well in school and got along with the teachers. Sometimes he would do homework at night. He liked to read stories and solve math problems. He and his friend Jason liked rockets and entered projects in the school science fairs.

In Grade 8, Seth and Jason won a silver medal with their model rocket. Seth wanted to be a pilot. He liked sports, especially track and basketball. He went to the practices and tournaments. In Grade 9, he went to the provincial competitions. He got to skip school for a day and to be with some interesting people. One of the coaches told him that he was a good runner, and that he might make the provincial team. He didn't win a medal that day, but, that night, he dreamed about playing basketball at the Olympics.

Seth and his brothers and sisters and mom live in his grandmother's house. They all used to get along well and have fun. When Seth had a problem, he would talk to his grandma. After that, he would feel better. They used to visit a lot and laugh together.

(Paragraph 4 starts here)

Occasionally, Seth's dad would come to visit, and bring a bottle with him. Dad would argue with Seth's grandmother, because grandma did not want alcohol in her house. They would stop arguing when Dad fell asleep on the couch. Seth would like to be closer to his dad, but he

can't because of his dad's drinking. Seth asked his dad to quit drinking, but Seth's dad told Seth that *he did not have a problem* and that Seth should *leave him alone*.

Seth liked to play with his cousin William. But, one day, William's sister got beat up by a rival gang member. After that, William started drinking. Seth would drink with him.

In Grade 10, Seth started drinking with William more often. At first, he drank only on weekends. He felt that he had it under control because, on some weekends, he didn't drink at all. But that changed after a few months. *He drank alcohol or smoked marijuana almost every day*. He also took pills that people gave him. Often, he *didn't know the names of the pills*, or what they were, but *he still took them*. At times, they made him sick.

It seemed that *all Seth wanted to do* was drink, do drugs, and hang out with his drug friends until late at night. Sometimes, he *didn't return home until the next morning*. He then *slept all day*. He was usually *late for school* and *skipped out* a lot. When he was in school, he usually hung out behind the gym. He *fell asleep in class* and *fought with his teachers*. He *couldn't study; it felt like torture*. He had a *hard time concentrating, or remembering* what he had read. He was *failing* all his courses. He *missed a lot of school*, and the principal warned him that he would get *expelled* if his attendance did not improve.

He didn't feel like playing sports, so he stopped attending practices and games. He quit the teams. While his former teammates were improving in sports, he was worse than he had been a few years ago. He never saw Jason anymore. He stopped dreaming of going to the Olympics. Instead, he had nightmares.

Seth's family noticed that some of their *money and personal belongings had gone missing*. When asked, Seth *denied* knowing anything about it, and even got *angry* and *accused his family of picking on him*. A few hours later, he would be *happy and giddy*. In fact, he would be *so happy* that even his little sister thought it was weird.

At first, Seth had been very careful about hiding his drug paraphernalia. But it is impossible to be that way all the time. So, after a while, he would accidentally *leave his marijuana and rolling papers lying around*. Sometimes, his mother would take them and destroy them. She would also pour his alcohol down the toilet, hoping that this would help Seth quit. But it didn't. He would simply go out, steal some money, and buy some more. His family really wanted him to quit, but *he would say that he did not have a problem* and that *everybody should stop nagging him and leave him alone*.

Seth no longer had fun with his family, because he felt *ashamed to be around them*. He *didn't talk* about what he was doing or about the people he was hanging around with. He *would get mad* when people went into his room, or asked him about anything. When he was at home, he spent all his time *locked up in his room*. It was as if his entire life was a big *secret*. He tried to quit drugs, but *he couldn't*. He knew that he was addicted, but he was *unable to admit it*, even to himself.

He *lost weight*, and *stopped showering* regularly. He *smelled like alcohol and marijuana, as well as body odour*. He had a large scab on his left forearm because he would *scratch himself* there for a long time. He didn't know why. He just did it and *couldn't stop*.

Seth felt that he *didn't have much to look forward to* in life. He didn't think he would

ever have a good job, or be part of a happy family again. He felt that he was *trapped* and could never get out. He *never hung out with his old friends*, the ones who played sports and attended school. Some *gang members asked him to join*, and he seriously considered it.

Seth and his friends would *break into cars* in order to get money. One day, they got caught, and the *owner of the car beat Seth up* so badly that he had to spend four days in the hospital. Seth told his family that he *crashed his bike*. They didn't believe him.
(Paragraph 14 ends here)

While recovering in the hospital, Seth told his mother that he wanted to quit doing drugs. He finally realized that drugs were going to kill him. Seth's mother asked the doctor if she could arrange for Seth to speak to a drug counsellor.

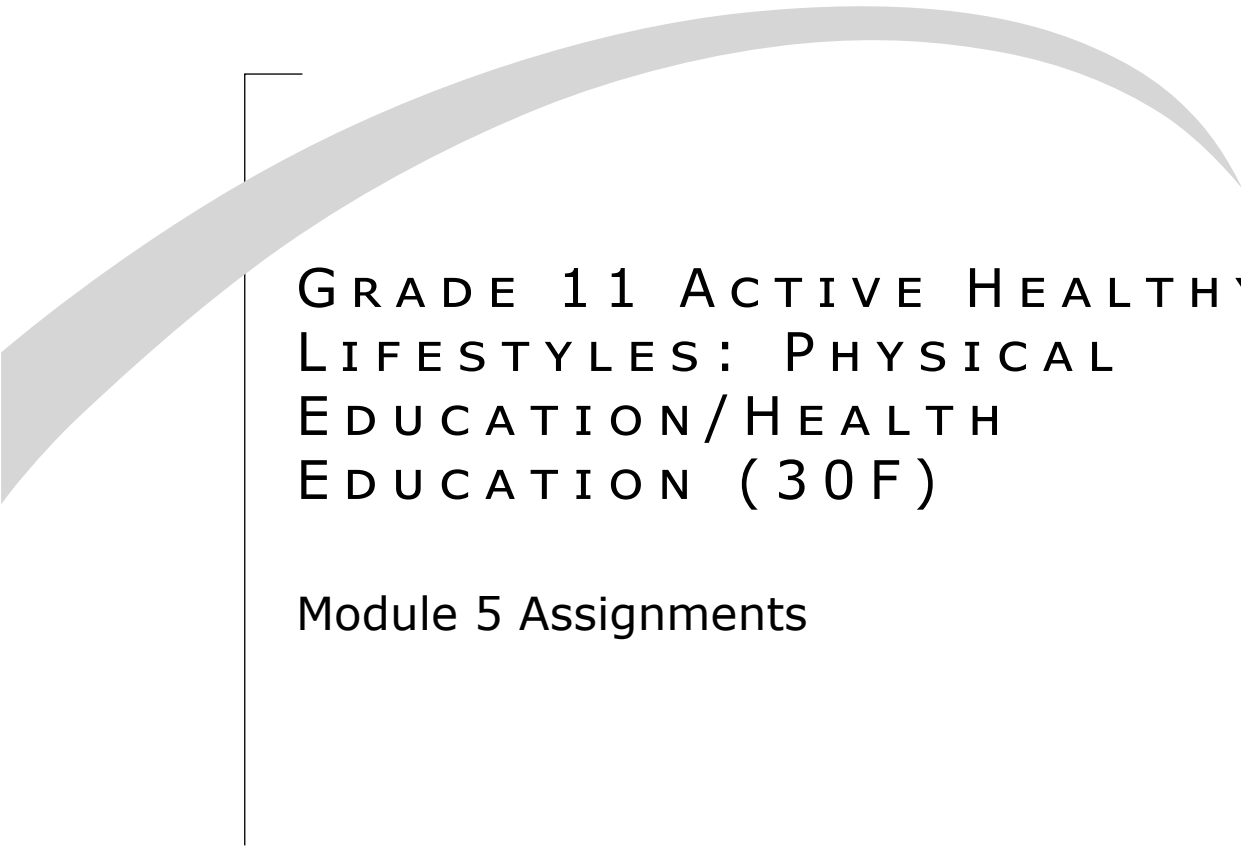
Seth liked the counsellor because she did not judge him. She helped him to identify his feelings. For example, Seth had been angry at his dad for years, but didn't realize it. He felt that it would be disrespectful to be angry at your own father, even if your father had a drinking problem. She spoke to him about being honest with his feelings and reconnecting with his family and old friends.

She explained that Seth was in a vicious cycle. He felt ashamed of himself because of the way he acted when he drank and did drugs. Then he would do drugs to deal with the shame. This made him feel more ashamed, so he did more drugs. Seth needed to break the cycle, and his counsellor showed him how. She talked to him about forgiving others and forgiving himself.

So Seth quit doing drugs. Even though he relapsed a few times, he is on the right track. He is happier now than he ever was before. He's not ready to play on a school team yet, but he is working out regularly. He looked up his old friends and is spending more time with his family. Even Seth's dad admits that he has a problem and is trying to get help for himself.

Seth doesn't have nightmares anymore. Instead, he dreams about being a pilot again. Seth has lots to look forward to.

Notes



GRADE 11 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (30F)

Module 5 Assignments

MODULE 5 ASSIGNMENTS



Assignment 5.1: Module 5 Physical Activity Log

It is time for you to continue recording your physical activities, using your Physical Activity Log.

This assignment consists of two parts:

- Part A: Recording Your Log
- Part B: Wellness Journal

Every time you perform a physical activity from your Physical Activity Plan you need to record

- the types of physical activities in which you participated
- the date you engaged in physical activities
- the amount of time (hours and fractions of hours) you spent participating in activities of various intensity:
 - **Light activities:** You begin to notice your breathing, but talking is fairly easy.
 - **Moderate activities:** You can hear yourself breathe, but can still talk.
 - **Vigorous activities:** You are breathing heavily. It is difficult to talk.

Part A: Recording Your Log

To record your **Module 5 Physical Activity Log**, use the chart found on the next page. Alternatively, if you have access to the Internet, you can download one of two online logs to complete your Log electronically.



- The Physical Activity Log: Generic Calendar is located at www.edu.gov.mb.ca/k12/cur/physhlth/generic_log_calendar.xls.
- The Physical Activity Log: Independent Study is located in the learning management system (LMS).

Before completing your Log, review the **Modules 2 and 3 Physical Activity Logs**.

continued

Notes



Module 5 Physical Activity Log (Grade 11)

Before you begin to record your physical activities in your Physical Activity Log,

- you **must** have a telephone conversation with your tutor/marker to discuss your Physical Activity Plan
- your Plan **must** be approved by your tutor/marker

Logged hours will not be accepted if the telephone conversation and approval have not occurred.

Name _____

- I have submitted my Physical Activity Plan (Assignment 1.2) and discussed it with my tutor/marker.
- My Plan was approved on _____ (insert date).
- I understand my Physical Activity Logs may reflect only those activities that were included as part of my approved Plan.

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			

continued

Module 5 Physical Activity Log (Grade 11) (continued)

Name _____

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
	■ ■			
Total Time at Each Intensity Level				
Total Time at All Levels (add the times for Light, Moderate, and Vigorous)		Hours		

I certify that my son/ daughter has completed the physical activities recorded on this chart.

Parent/ guardian signature _____ Date _____

Student signature _____ Date _____



Assignment 5.1: Module 5 Physical Activity Log (*continued*)

When you have completed your Module 5 Physical Activity Log, record your times for each intensity level (light, moderate, and vigorous). Then add up those times to get your total time. This Log, like the two other Logs in this course, should list **at least 27 hours of physical activity**. That way, all three Logs will total at least 80 hours, which is the goal for this course.

Assignment 5.1: Module 5 Physical Activity Log, Part A: Recording Your Log—Criteria

Your completed assignment must meet these criteria:

1. Specify your name.
2. Record the dates on which you were physically active.
3. Include the activity description for each day that you were physically active.
4. Identify the intensity level and duration of activity for each day that you were physically active.
5. Add the total time at each activity level.
6. Add the total time at all levels of activity (**at least 27 hours**).
7. Sign the Log.
8. Record the date on which you complete the Log.
9. Have your parent/guardian sign the Log.
10. Record the date on which your parent/guardian completed it.

Part B: Wellness Journal

Now respond to the four questions in the **Module 5 Wellness Journal**, found on the following pages.

continued

Notes

Module 5 Wellness Journal (Grade 11)

Name _____ Date _____

What behaviours/influences are helping me to achieve, or preventing me from achieving, my physical activity goals?

START

STOP

CONTINUE

1. What do I need to **start** doing (or revise) to help me reach my physical activity goals? Why?

2. What do I need to **stop** doing that is preventing me from reaching my physical activity goals? Why?

continued

3. What do I need to **continue** doing to help me reach my physical activity goals?
Why?

4. For this submission I am very proud of . . .

continued



Assignment 5.1: Module 5 Physical Activity Log (*continued*)

Assignment 5.1: Module 5 Physical Activity Log, Part B: Wellness Journal—Criteria

Your completed assignment must meet these criteria:

1. Provide answers to all four questions.
2. Provide answers that respond directly to the question.
3. Ensure your answers are clear and understandable.
4. Ensure your answers are written in a way that makes sense.
5. Provide (for questions 1 to 3) an answer to the question, “Why?”



Remember, if your assignment does not meet the above criteria, your tutor/marker will have to send it back to you to redo. To receive a Complete designation for this course, all your assignments must meet the specified criteria.



Assignment 5.2: Researching Cannabis

To complete this assignment, you will do the following:

- Research three different resources (print and/or online) to obtain information about marijuana, and record your findings in the following table.
- Use the information you gathered from your three sources to write a 200- to 300-word response to the statement, “Cannabis should remain legal.” In your paper, you will state your opinion on the topic or state what you learned from your research.

To receive a **Complete** on this assignment, you must attain 30 or more marks out of 50 for your completed response, based on the assessment rubric that follows.

continued

Cannabis Research Findings	
Source 1	
Title of Source	
Author or Website	
Date Published or Accessed	
Summary of Information (Record five distinct facts for each source cited)	
Source 2	
Title of Source	
Author or Website	
Date Published or Accessed	
Summary of Information (Record five distinct facts for each source cited)	
Source 3	
Title of Source	
Author or Website	
Date Published or Accessed	
Summary of Information (Record five distinct facts for each source cited)	

continued

Assessment Rubric for Response					
Criteria	9 or 10 marks	6 to 8 marks	4 or 5 marks	0 to 3 marks	Score
Purpose/ Quality of Information	<ul style="list-style-type: none"> ■ The central purpose or argument is readily apparent and consistently clear. ■ The information clearly and consistently relates to the main topic. ■ Several supporting details and/or examples are provided. 	<ul style="list-style-type: none"> ■ The central purpose or argument is generally clear, with some digressions. ■ The information generally relates to the main topic. ■ One or two supporting details and/or examples are provided. 	<ul style="list-style-type: none"> ■ The central purpose or argument is not consistently clear throughout. ■ The information does not clearly relate to the main topic. ■ No supporting details or examples are provided. 	<ul style="list-style-type: none"> ■ The purpose or argument is generally unclear. ■ The information has little or nothing to do with the main topic. 	<p>(10 marks maximum)</p> <p>_____ x 1</p>
	12 to 15 marks	8 to 11 marks	5 to 7 marks	0 to 4 marks	
Content	<ul style="list-style-type: none"> ■ The presentation is balanced and provides relevant, legitimate information that clearly supports a central purpose or argument. ■ The response shows a thoughtful, in-depth analysis of a significant topic. ■ The reader gains important insights. 	<ul style="list-style-type: none"> ■ The information provides reasonable support for a central purpose or argument. ■ The response shows evidence of a basic analysis of a significant topic. ■ The reader gains some insights. 	<ul style="list-style-type: none"> ■ The information supports a central purpose or argument at times. ■ The analysis is basic or general. ■ The reader gains few insights. 	<ul style="list-style-type: none"> ■ The central purpose or argument is not clearly identified. ■ The analysis is vague or absent. ■ The reader may be confused or misinformed. 	<p>(30 marks maximum)</p> <p>_____ x 2</p>
	9 or 10 marks	6 to 8 marks	4 or 5 marks	0 to 3 marks	
Organization	<ul style="list-style-type: none"> ■ The introduction is inviting, states the main topic, and previews the structure of the paper. ■ Details are presented in a logical order and effectively keep the reader's interest. ■ Transitions are varied and thoughtful and clearly show how the ideas are connected. ■ The reader can consistently follow the line of reasoning. ■ The conclusion is engaging and restates personal learning. 	<ul style="list-style-type: none"> ■ The introduction states the main topic and previews the structure of the paper, but is not particularly inviting. ■ Details are presented in a logical order, but not in a way that keeps the reader's interest consistently. ■ Transitions are usually effective and show some links between ideas. ■ The reader can follow the line of reasoning most of the time. ■ The conclusion restates personal learning. 	<ul style="list-style-type: none"> ■ The introduction states the main topic, but does not adequately preview the structure of the paper, nor is it particularly inviting. ■ Some details are not presented in a logical or expected order, and this distracts the reader. ■ Some transitions work well, but some connections between ideas do not make sense. ■ The reader is fairly clear about the line of reasoning. ■ The conclusion does not adequately restate personal learning. 	<ul style="list-style-type: none"> ■ There is no clear introduction of the topic or of the structure of the paper. ■ Many details are not presented in a logical or expected order, and this confuses the reader. ■ Transitions and connections between ideas are unclear or absent. ■ The reader cannot identify a line of reasoning and loses interest. ■ The conclusion is incomplete and/or unfocused. 	<p>(10 marks maximum)</p> <p>_____ x 1</p>

Comments:

Total _____/50 marks

continued



Assignment 5.2: Researching Cannabis (*continued*)

Assignment 5.2: Researching Cannabis—Criteria

Your completed assignment must meet these criteria:

1. Write a 200- to 300-word response to the statement, “Cannabis should remain legal.”
2. Research at least three print or online resources to obtain information to respond to the statement.
3. Record three source references, using the table provided.
4. State your opinion, based on the research that relates directly to the statement.
5. Ensure that your ideas are written in a way that makes sense and is clear and understandable.
6. Ensure you attain 30 or more marks out of 50 for your completed response, based on the criteria and rating scale outlined in the assessment rubric provided.



Assignment 5.3: Consequences of Prescription Medication Combinations

After reading about Elvis Presley in Module 5, Lesson 3, answer the following questions. To achieve a **Complete** on this assignment, you must answer all questions fully and meet the criteria identified for this assignment.

Questions

1. Was there any evidence that Elvis Presley had been taking **illegal** substances such as heroin or cocaine? Explain.

continued



Assignment 5.3: Consequences of Prescription Medication Combinations (*continued*)

2. What was the cause of Elvis Presley's death?

3. Did Elvis Presley die from an **overdose** of prescription medications? Explain.

4. Elvis Presley suffered from a number of serious health problems. He was overweight, had difficulty sleeping, and, conversely, had trouble staying alert. Can you think of any drug-free alternatives to deal with these problems? Explain.

5. Consuming alcohol with prescription medication or other drugs can have fatal consequences. Use resources (from the Internet or a library) or consult a health professional (e.g., a pharmacist) to answer the following questions.

a. Why should alcohol not be consumed with other medications or drugs?

continued



Assignment 5.3: Consequences of Prescription Medication Combinations (*continued*)

b. What physiological reactions occur when alcohol and other medications (e.g., Oxycontin) are taken at the same time?

c. What other types of medications or drugs should not be taken with alcohol? Explain.

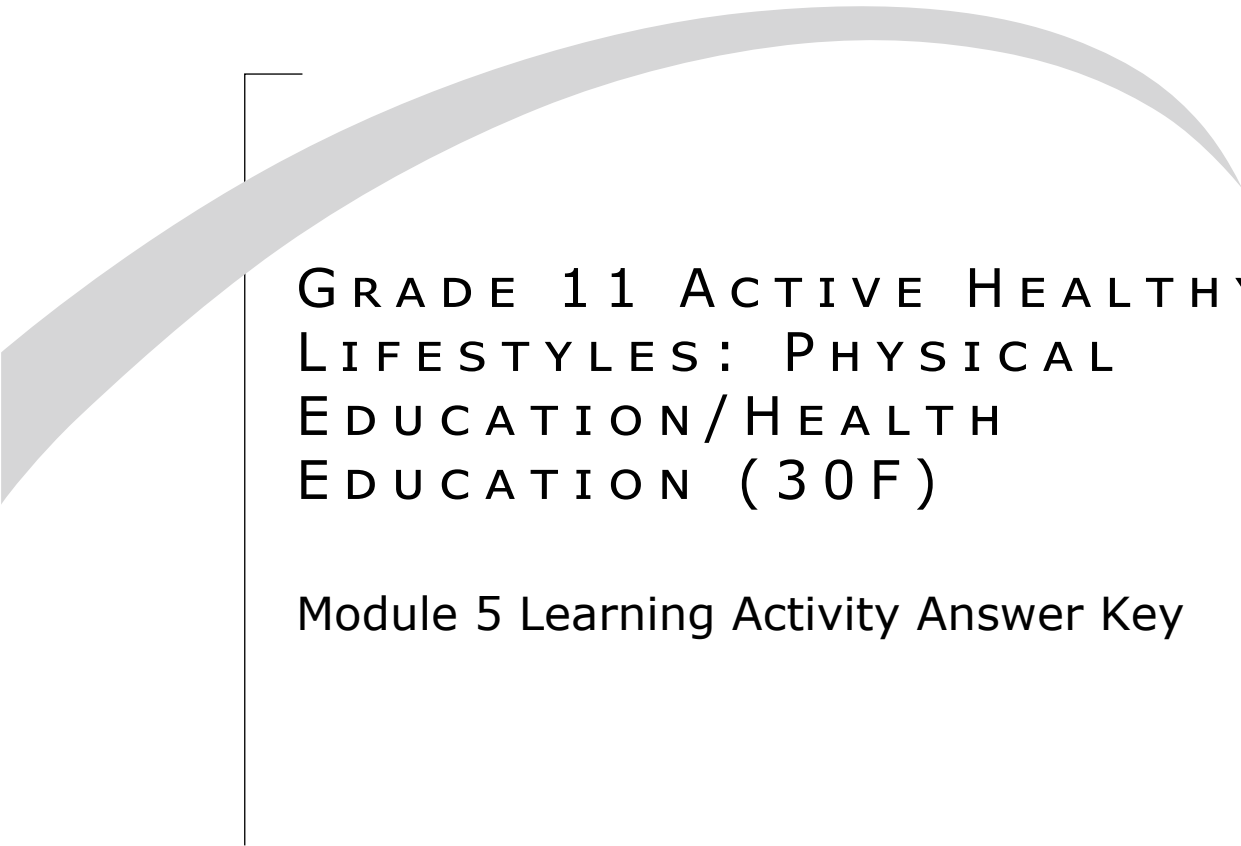
Assignment 5.3: Consequences of Prescription Medication Combinations—Criteria

Your completed assignment must meet these criteria:

1. Provide answers to all five questions.
2. Provide answers that respond directly to the reading about Elvis Presley in Module 5, Lesson 3.
3. Ensure your answers are clear and understandable.
4. Ensure that your answers are written in a way that makes sense.



Remember, if your assignment does not meet the above criteria, your tutor/marker will have to send it back to you to redo. To receive a Complete designation for this course, all your assignments must meet the specified criteria.



GRADE 11 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (30F)

Module 5 Learning Activity Answer Key

MODULE 5 LEARNING ACTIVITY ANSWER KEY

Learning Activity 5.1: Reading Over-the-Counter Drug Labels

To complete this learning activity, you needed access to an OTC drug label (e.g., available at home, from your parents/guardians, or from your tutor/marker).



You then used the following table to record the information you found on the label.

Compare your responses to those provided below. Because there are so many different types of OTC drug labels, the one you used is probably different than the one used in the answer key (which contains the information from a well-known antihistamine used for relieving allergies). However, the answer key will give you an idea of the type of information found on OTC drug labels.

OTC Drug Label	
Medicinal Ingredients	Per tablet: Chlorpheniramine maleate 2 mg (antihistamine)
Non-Medicinal Ingredients	D&C yellow no. 10, lactose, magnesium stearate, microcrystalline cellulose, pregelatinized starch
Uses	Temporarily relieves hay fever or upper respiratory allergy symptoms: <ul style="list-style-type: none"> ■ sneezing, runny nose, itchy, watery eyes, itchy throat
Warnings/ Cautions	When using this product: <ul style="list-style-type: none"> ■ drowsiness may occur, avoid alcohol, be careful operating motor vehicles Ask a doctor before use if you have: <ul style="list-style-type: none"> ■ glaucoma, a breathing problem, trouble urinating due to enlarged prostate Ask professional before use if: <ul style="list-style-type: none"> ■ pregnant or breast-feeding Keep out of reach of children.
Directions/ Dosage	Adults and children 12 years and older: <ul style="list-style-type: none"> ■ 2 tablets every 4 to 6 hours; do not exceed 12 tablets in 24 hours Children 6 years to under 12 years: <ul style="list-style-type: none"> ■ 1 tablet every 4 to 6 hours; do not exceed 6 tablets in 24 hours Children under 6 years: <ul style="list-style-type: none"> ■ consult a doctor
Other	Store at 20–25°C away from excessive moisture.

Learning Activity 5.2: Reading Prescription Drug Labels

Using the sample label provided, you answered the following questions to determine what important information must be included on a prescription drug label.

MANITOBA Pharmacy 204 Manitoba Street Winnipeg MB M2B 2Y2 Canada Store # 0001 Phone: 204-204-2004	
Rx# 2042042 Ref:0 Dr. Manitoba Toba Man	 1X# 2422042
TAKE 1 CAPSULE THREE TIMES DAILY UNTIL FINISHED (ANTIBIOTIC)	
APO-AMOXI 500MG AMOXICILLIN 500MG RED/YEL/ELLIP/APO{500}	APX 00628123
30 CAP 14 Oct 2007 Total:21.43	EDS
 Important: Take this medication for the prescribed duration.	

1. What is the name of the pharmacy?
Manitoba Pharmacy
2. What is the address of the pharmacy?
204 Manitoba Street, Winnipeg MB M2B 2Y2
3. What is the store number of the pharmacy?
Store: #0001
4. What is the phone number of the pharmacy?
Phone: 204-204-2004
5. What is the prescription number?
Rx: #2042042
6. What is the physician's name?
Dr. Manitoba
7. What is the date on which the prescription was filled?
October 14, 2007
8. What is the name of the person for whom the drug is prescribed?
(Prescription drugs should be used only by the person for whom the drugs were prescribed.)
Toba Man

9. What is the brand name of this drug?
(Various manufacturers or companies may make the same generic drug but will call it by their own brand or trade name.)
APO-Amoxi
10. What is the name of the medication or the main ingredient?
Amoxicillin
11. How many capsules are in the package?
30 capsules
12. What are the directions or instructions for taking the medication?
Take 1 capsule three times daily until finished.
13. Are there any cautions or warnings on the label?
*Important: Take this medication for the prescribed duration.
Keep out of reach of children.*

Learning Activity 5.3: Motivations behind Drug Use

Together with your learning partner, you brainstormed about what motivates people to participate in or to avoid drug use. Compare your responses to those provided below.

1. Identify at least four reasons why you think people might choose to use alcohol or other drugs.
- Reasons may include*
- *coping with emotional pain or numbness resulting from a difficult experience, (e.g., abandonment by parents), or feeling humiliated or degraded*
 - *dealing with peer pressure and trying to gain acceptance*
 - *relieving stress experienced at home, at school, or at work*
 - *seeking pleasurable experiences*
 - *showing independence or rebellion against parents/guardians or teachers*

2. Identify at least four reasons why people choose **not** to use alcohol or other drugs.

Reasons may include

- *being happy and having no desire to harm oneself*
- *being close to family members and feeling comfortable talking to them about personal feelings*
- *caring about personal health, knowing that ethanol (the type of alcohol found in alcoholic beverages) and street drugs are poisonous*
- *being committed to sports or physical training, or simply wanting to be in good shape*
- *having concerns about money, as drugs and alcohol can be very expensive, especially if one is addicted*

Learning Activity 5.4: Analyzing Protective and Risk Factors

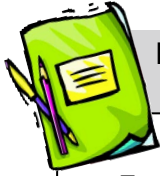
Together with your learning partner, you answered the following questions regarding the protective and risk factors related to substance abuse.

1. How do you think the eight factors you just read about can influence the decision to use or not to use drugs? Using the chart on the following page, list one example of how each factor could serve as a protective factor and how it could be a risk factor. One example was provided for each category.
2. Look over your answers from Learning Activity 5.3, where you identified reasons why people participate in or avoid drug use.
 - a. Do your reasons fit under any of the eight categories listed in the following chart? Add them to the appropriate box.
 - b. If your reasons do not fit any category, add a new category for that reason.

Compare your responses to those provided in the following chart.

continued

Factors of Protection and Risk		
Factor	Protective Factor	Risk Factor
Physical Activity Level	<ul style="list-style-type: none"> ■ adequate levels of physical activity ■ participation in enjoyable physical activities 	<ul style="list-style-type: none"> ■ low level of physical activity ■ non-participation in enjoyable physical activities
Personality	<ul style="list-style-type: none"> ■ commitment to society's values and norms ■ strong self-esteem ■ no early violent behaviour 	<ul style="list-style-type: none"> ■ lack of commitment to society's values or norms ■ poor self-esteem ■ early violent behaviour
History of Trauma or Abuse	<ul style="list-style-type: none"> ■ no history of traumatic experiences or abuse ■ no early experimentation with drugs 	<ul style="list-style-type: none"> ■ history of traumatic experiences or abuse ■ early experimentation with drugs
Life Skills	<ul style="list-style-type: none"> ■ adequate stress-management skills ■ adequate anger-management skills 	<ul style="list-style-type: none"> ■ lack of stress-management skills ■ lack of anger-management skills
Relationships with Family	<ul style="list-style-type: none"> ■ feeling unconditionally loved and accepted by parents/guardians ■ parents/guardians do not use drugs ■ adequate supervision by parents/guardians ■ feeling close to family ■ strong communication about family rules and expectations ■ family provides emotional support ■ family resolves conflicts ■ family has pro-social expectations ■ family condemns drug use 	<ul style="list-style-type: none"> ■ not feeling unconditionally loved and accepted by parents/guardians ■ parents/guardians use drugs ■ inadequate supervision by parents/guardians ■ feeling distant from family ■ poor communication about family rules and expectations ■ family does not provide emotional support ■ family conflicts remain unresolved ■ family is antisocial ■ family condones drug use
Relationships with Friends	<ul style="list-style-type: none"> ■ close friends do not use drugs ■ friends condemn drug use ■ feeling accepted for who you are 	<ul style="list-style-type: none"> ■ close friends use drugs ■ friends condone drug use ■ feeling pressure to take drugs in order to be accepted
Relationships with School	<ul style="list-style-type: none"> ■ feeling successful in school ■ enjoyment of school ■ participation in extracurricular activities ■ strong support network ■ high social and academic expectations 	<ul style="list-style-type: none"> ■ feeling like a failure in school ■ dislike of school ■ non-participation in extracurricular activities ■ lack of support network ■ low social and academic expectations
Relationships with Community/ Culture	<ul style="list-style-type: none"> ■ community/culture condemns drug use ■ drugs hard to obtain ■ availability of community-sponsored activities ■ participation in religious activities ■ feeling part of community/culture 	<ul style="list-style-type: none"> ■ community/culture condones drug use ■ drugs easy to obtain ■ non-availability of community-sponsored activities ■ absence of religious activities ■ not feeling part of community/culture



Learning Activity 5.5: Seth: Signs and Symptoms of Problem Drug Use

For this learning activity, you read the story below, and underlined signs and symptoms of problem drug use (discussed in Lesson 4) reflected in the story.

Compare the signs and symptoms of problem drug use that you found with those identified (in italics) below. They start at paragraph four and end at paragraph fourteen.

Seth: Signs and Symptoms of Problem Drug Use

Seth is 16 and lives in Winnipeg. Until a few years ago, Seth did well in school and got along with the teachers. Sometimes he would do homework at night. He liked to read stories and solve math problems. He and his friend Jason liked rockets and entered projects in the school science fairs.

In Grade 8, Seth and Jason won a silver medal with their model rocket. Seth wanted to be a pilot. He liked sports, especially track and basketball. He went to the practices and tournaments. In Grade 9, he went to the provincial competitions. He got to skip school for a day and to be with some interesting people. One of the coaches told him that he was a good runner, and that he might make the provincial team. He didn't win a medal that day, but, that night, he dreamed about playing basketball at the Olympics.

Seth and his brothers and sisters and mom live in his grandmother's house. They all used to get along well and have fun. When Seth had a problem, he would talk to his grandma. After that, he would feel better. They used to visit a lot and laugh together.

(Paragraph 4 starts here)

Occasionally, Seth's dad would come to visit, and bring a bottle with him. Dad would argue with Seth's grandmother, because grandma did not want alcohol in her house. They would stop arguing when Dad fell asleep on the couch. Seth would like to be closer to his dad, but he

can't because of his dad's drinking. Seth asked his dad to quit drinking, but Seth's dad told Seth that *he did not have a problem* and that Seth should *leave him alone*.

Seth liked to play with his cousin William. But, one day, William's sister got beat up by a rival gang member. After that, William started drinking. Seth would drink with him.

In Grade 10, Seth started drinking with William more often. At first, he drank only on weekends. He felt that he had it under control because, on some weekends, he didn't drink at all. But that changed after a few months. *He drank alcohol or smoked marijuana almost every day*. He also took pills that people gave him. Often, he *didn't know the names of the pills*, or what they were, but *he still took them*. At times, they made him sick.

It seemed that *all Seth wanted to do* was drink, do drugs, and hang out with his drug friends until late at night. Sometimes, he *didn't return home until the next morning*. He then *slept all day*. He was usually *late for school* and *skipped out* a lot. When he was in school, he usually hung out behind the gym. He *fell asleep in class* and *fought with his teachers*. He *couldn't study; it felt like torture*. He had a *hard time concentrating, or remembering* what he had read. He was *failing* all his courses. He *missed a lot of school*, and the principal warned him that he would get *expelled* if his attendance did not improve.

He didn't feel like playing sports, so he stopped attending practices and games. He quit the teams. While his former teammates were improving in sports, he was worse than he had been a few years ago. He never saw Jason anymore. He stopped dreaming of going to the Olympics. Instead, he had nightmares.

Seth's family noticed that some of their *money and personal belongings had gone missing*. When asked, Seth *denied* knowing anything about it, and even got *angry* and *accused his family of picking on him*. A few hours later, he would be *happy and giddy*. In fact, he would be *so happy* that even his little sister thought it was weird.

At first, Seth had been very careful about hiding his drug paraphernalia. But it is impossible to be that way all the time. So, after a while, he would accidentally *leave his marijuana and rolling papers lying around*. Sometimes, his mother would take them and destroy them. She would also pour his alcohol down the toilet, hoping that this would help Seth quit. But it didn't. He would simply go out, steal some money, and buy some more. His family really wanted him to quit, but *he would say that he did not have a problem* and that *everybody should stop nagging him and leave him alone*.

Seth no longer had fun with his family, because he felt *ashamed to be around them*. He *didn't talk* about what he was doing or about the people he was hanging around with. He *would get mad* when people went into his room, or asked him about anything. When he was at home, he spent all his time *locked up in his room*. It was as if his entire life was a big *secret*. He tried to quit drugs, but *he couldn't*. He knew that he was addicted, but he was *unable to admit it*, even to himself.

He *lost weight*, and *stopped showering* regularly. He *smelled like alcohol and marijuana, as well as body odour*. He had a large scab on his left forearm because he would *scratch himself* there for a long time. He didn't know why. He just did it and *couldn't stop*.

Seth felt that he *didn't have much to look forward to* in life. He didn't think he would

ever have a good job, or be part of a happy family again. He felt that he was *trapped* and could never get out. He *never hung out with his old friends*, the ones who played sports and attended school. Some *gang members asked him to join*, and he seriously considered it.

Seth and his friends would *break into cars* in order to get money. One day, they got caught, and the *owner of the car beat Seth up* so badly that he had to spend four days in the hospital. Seth told his family that he *crashed his bike*. They didn't believe him.
(Paragraph 14 ends here)

While recovering in the hospital, Seth told his mother that he wanted to quit doing drugs. He finally realized that drugs were going to kill him. Seth's mother asked the doctor if she could arrange for Seth to speak to a drug counsellor.

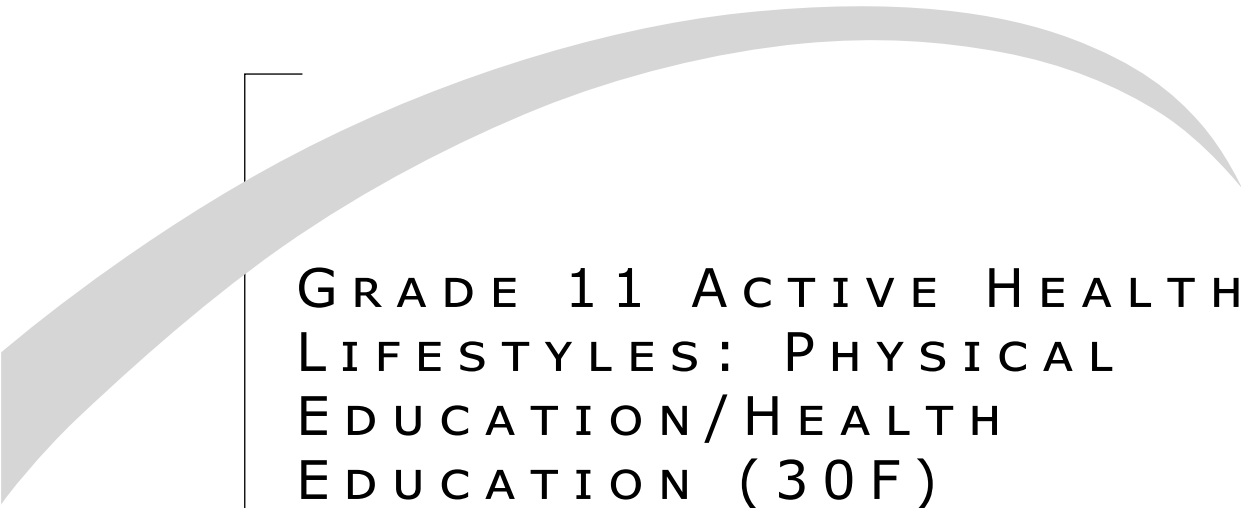
Seth liked the counsellor because she did not judge him. She helped him to identify his feelings. For example, Seth had been angry at his dad for years, but didn't realize it. He felt that it would be disrespectful to be angry at your own father, even if your father had a drinking problem. She spoke to him about being honest with his feelings and reconnecting with his family and old friends.

She explained that Seth was in a vicious cycle. He felt ashamed of himself because of the way he acted when he drank and did drugs. Then he would do drugs to deal with the shame. This made him feel more ashamed, so he did more drugs. Seth needed to break the cycle, and his counsellor showed him how. She talked to him about forgiving others and forgiving himself.

So Seth quit doing drugs. Even though he relapsed a few times, he is on the right track. He is happier now than he ever was before. He's not ready to play on a school team yet, but he is working out regularly. He looked up his old friends and is spending more time with his family. Even Seth's dad admits that he has a problem and is trying to get help for himself.

Seth doesn't have nightmares anymore. Instead, he dreams about being a pilot again. Seth has lots to look forward to.

Notes



GRADE 11 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (30F)

Appendix

APPENDIX: PHYSICAL ACTIVITY INVENTORY

This Physical Activity Inventory is intended to assist you in identifying activities that you would like to include in your physical activity practicum. You may choose physical activities based on the type of activity, the health-related fitness component(s) to which the activity contributes, the level of risk involved in the activity, or a combination of these factors.

A Physical Activity Safety Checklist is available online for each of the activities listed, unless otherwise indicated (see www.edu.gov.mb.ca/k12/cur/physhlth/out_of_class/checklists/index.html). These checklists contain information about managing risk under the following risk factors:



- level of instruction
- level of supervision
- facilities/environment
- equipment
- clothing/footwear
- personal and other considerations

Codes for Physical Activity Inventory

The following codes are used in the Physical Activity Inventory.

Code for Type of Activity	
AL	Active Living
AP	Alternative Pursuits
CO	Combative Activities
FIT	Fitness Activities
IT	Invasion/Territory-Type Sports/Games
NW	Net/Wall-Type Sports/Games
RG	Rhythmic Gymnastic-Type Activities
SF	Striking/Fielding-Type Sports/Games
TG	Target-Type Sports/Games

Code for Risk Factor Rating (RFR)	
RFR	Level of safety concerns; recommended instruction and supervision.
1	There are few safety concerns for this physical activity; little or no qualified instruction or adult supervision is required.
2	There are some safety concerns for this physical activity; quality instruction is recommended, and little or no adult supervision is required.
3	There are several safety concerns for this physical activity; qualified instruction is required, and adult supervision is recommended.
4	There is a high level of safety concerns for this physical activity; qualified instruction and adult supervision are required.

Code for Health-Related Fitness Component	
✓	Indicates that the activity contributes to the specific health-related fitness component.

continued

Physical Activity Inventory							
Interest	All Activities	Type of Activity	Health-Related Fitness Components				Risk
			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	
	Aerobics—Dance	FIT	✓		✓	✓	2
	Aerobics—Step	FIT	✓		✓	✓	2
	Aerobics—Water/Aqua	FIT	✓		✓	✓	4
	Aikido	CO	✓	✓	✓	✓	4
	Archery	TG		✓			4
	Athletics—Jumps	FIT		✓		✓	3
	Athletics—Long-Distance Running	FIT	✓		✓	✓	2
	Athletics—Middle-Distance Running	FIT	✓		✓	✓	2
	Athletics—Sprints, Relays, Hurdles	FIT	✓	✓	✓	✓	2
	Athletics—Throws	FIT		✓		✓	4
	Backpacking	AP	✓	✓	✓		3
	Badminton	NW	✓		✓	✓	2
	Bandy	IT	✓		✓		3
	Baseball	SF		✓	✓	✓	2
	Basketball	IT	✓	✓	✓	✓	2
	Biathlon	AP	✓	✓	✓		4
	Bocce	TG				✓	1
	Bowling—5-Pin, 10-Pin	TG			✓	✓	1
	Boxing	CO	✓	✓	✓		4
	Broomball	IT	✓		✓	✓	3
	Calisthenics	FIT		✓	✓	✓	1
	Canoeing/Kayaking/Rowing	AP	✓	✓	✓		4
	Canoe/Kayak Tripping (Wilderness/Whitewater)	AP	✓	✓	✓		4
	Catch (For safety, see Low-Organized Games)	AL			✓	✓	1
	Cheerleading	RG	✓	✓	✓	✓	4

continued

Physical Activity Inventory (Continued)

Interest	All Activities	Type of Activity	Health-Related Fitness Components				Risk
			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	
	Circuit Training	FIT	✓	✓	✓	✓	2
	Climbing—Wall, Rock, Bouldering, Ice Tower	AP		✓	✓	✓	4
	Cricket	SF		✓	✓	✓	2
	Croquet (For safety, see Low-Organized Games)	TG			✓		1
	Cross-Country Running	FIT	✓		✓	✓	2
	Curling	TG			✓	✓	2
	Cycling—Indoor/Stationary	FIT	✓	✓	✓		1
	Cycling—Recreational	AL	✓	✓	✓		2
	Cycling—Sport (BMX, Cyclocross, Mountain Bike, Road Racing, Track Racing)	AP	✓	✓	✓		3
	Cycling—Trips	AP	✓	✓	✓		3
	Dance—Ballet	RG	✓	✓	✓	✓	2
	Dancing—Ballroom	RG	✓		✓		2
	Dancing—Folk	RG	✓		✓		2
	Dancing—Hip Hop	RG	✓		✓		2
	Dancing—Hoop	RG	✓		✓		2
	Dancing—Line	RG	✓		✓		2
	Dancing—Square	RG	✓		✓		2
	Dancing—Tap	RG	✓		✓		2
	Diving—Springboard, Platform	RG				✓	4
	Dodging Games (For safety, see Low-Organized Games)	FIT	✓	✓	✓		1–4

continued

Physical Activity Inventory (Continued)

Interest	All Activities	Type of Activity	Health-Related Fitness Components				Risk
			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	
	Fencing	CO	✓		✓	✓	4
	Field Hockey	IT	✓	✓	✓	✓	3
	Fitness Training—Exercise Machines (e.g., treadmills, ergometers, elliptical trainers)	FIT	✓	✓	✓		3
	Fitness Training—Small Equipment (e.g., Stretch Bands, Physio Balls, Jump Ropes, Agility Ladders, Medicine Balls)	FIT	✓	✓	✓	✓	2
	Football—Flag	IT	✓	✓	✓	✓	2
	Football—Tackle	IT		✓	✓	✓	4
	Frisbee (For safety, see Low-Organized Games)	AL			✓		1
	Geocaching	AP	✓	✓	✓		4
	Goal Ball	IT			✓	✓	4
	Golf	TG		✓	✓	✓	2
	Gymnastics—General, Tumbling, Artistic	RG		✓	✓	✓	4
	Hacky Sack (For safety, see Low-Organized Games)	AL			✓	✓	1
	Handball—1-Wall, 4-Wall	NW	✓	✓	✓	✓	1
	Hiking	AP	✓		✓		2
	Hockey—Ice	IT	✓	✓	✓	✓	4
	Hockey—Roller/Inline	IT	✓	✓	✓	✓	4
	Hockey-Type Games—Ball, Floor, Road, Floorball, Gym Ringette, Shinny	IT	✓	✓	✓	✓	3
	Horseback Riding—Western, English Saddle	AP		✓	✓		4

continued

Physical Activity Inventory (Continued)

Interest	All Activities	Type of Activity	Health-Related Fitness Components				Risk
			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	
	House and Yard Work	AL		✓	✓	✓	1
	Jogging	FIT	✓	✓	✓		1
	Judo	CO	✓	✓	✓	✓	4
	Jump Rope (For safety, see Fitness Training)	FIT	✓		✓		1
	Karate	CO	✓	✓	✓	✓	4
	Kickball (Soccer-Baseball)	AL			✓		1
	Kickboxing	CO	✓	✓	✓	✓	4
	Lacrosse—Box, Field	IT	✓	✓	✓	✓	4
	Lacrosse—Soft	IT	✓	✓	✓	✓	3
	Lawn Bowling	TG			✓	✓	1
	Lawn Mowing	AL	✓	✓	✓		3
	Low-Organized Games*	AL	✓	✓	✓	✓	1–4
	Martial Arts	CO	✓	✓	✓	✓	4
	Orienteering	AP	✓		✓		2
	Paddleball	NW	✓		✓		2
	Pilates (For safety, see Fitness Training)	FIT		✓	✓	✓	2
	Qigong	FIT		✓	✓		2
	Racquetball	NW	✓	✓	✓	✓	2
	Rhythmic Gymnastics	RG	✓		✓	✓	2
	Ringette	IT	✓	✓	✓	✓	4
	Rock Climbing (For safety, see Climbing)	AP		✓	✓	✓	4
	Rowing—Sport (For safety, see Canoeing/Kayaking/Rowing)	AP	✓	✓	✓		3

* With Low-Organized Games, the Health-Related Fitness Components and the Risk Factor Rating will vary from one game/activity to another.

continued

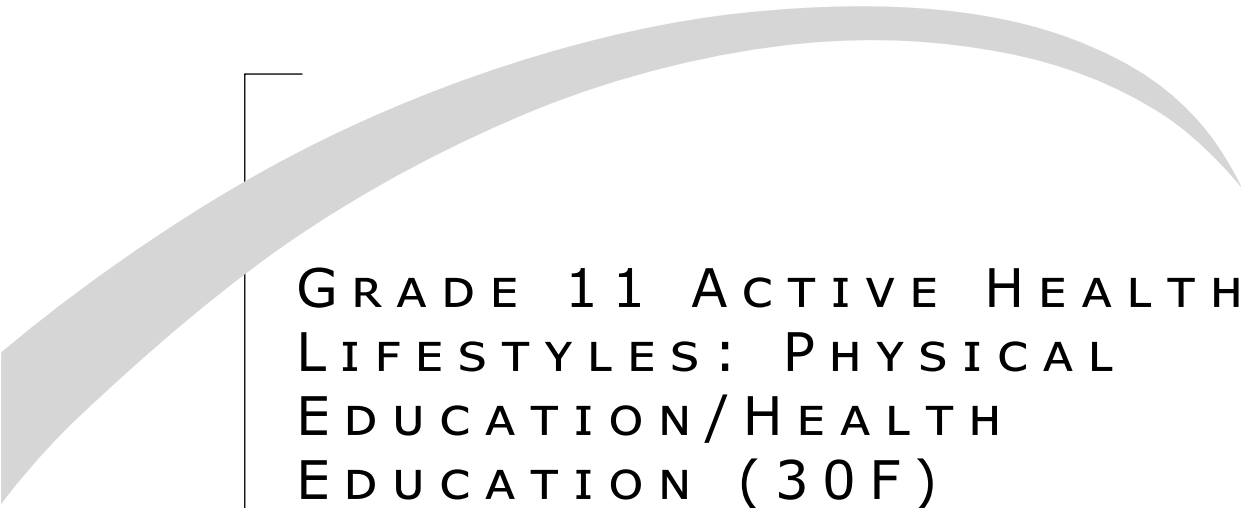
Physical Activity Inventory (Continued)

Interest	All Activities	Type of Activity	Health-Related Fitness Components				Risk
			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	
	Rowing—Ergometer (For safety, see Fitness Training [Exercise Machines])	FIT	✓	✓	✓		3
	Rowing—Sport (For safety, see Canoeing/Kayaking/Rowing)	AP	✓	✓	✓		4
	Rugby—Flag	IT	✓		✓	✓	3
	Rugby—Tackle	IT	✓	✓	✓	✓	4
	Sailing/Yachting	AP		✓	✓		4
	Scuba Diving	AP			✓		4
	Sepak Takraw	NW	✓	✓	✓	✓	2
	Skateboarding	AL	✓		✓		2
	Skating—Figure	RG	✓		✓	✓	2
	Skating—Ice	AL	✓	✓	✓		2
	Skating—Inline/Roller (Indoor, Outdoor)	AL	✓	✓	✓		2
	Skiing—Alpine	AP	✓	✓	✓		4
	Skiing—Cross-Country	AP	✓		✓		2
	Skiing—Water	AP		✓	✓		4
	Snorkelling	AP			✓		4
	Snowboarding	AP	✓	✓	✓		3
	Snowshoeing	AP	✓		✓		2
	Soccer	IT	✓	✓	✓	✓	2
	Softball—Slo-Pitch, Modified, Fast Pitch	SF		✓	✓	✓	2
	Speed Skating	AP	✓	✓	✓	✓	3
	Spinning (For safety, see Cycling—Indoor/Stationary)	FIT	✓	✓	✓		1
	Squash	NW	✓	✓	✓	✓	2

continued

Physical Activity Inventory (Continued)

Interest	All Activities	Type of Activity	Health-Related Fitness Components				Risk
			Cardio-respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	
	Stretch Banding (For safety, see Fitness Training—Small Equipment)	FIT		✓	✓	✓	1
	Stretching (For safety, see Fitness Training)	FIT				✓	1
	Swimming—Open Water	FIT	✓	✓	✓	✓	4
	Swimming—Pool	FIT	✓	✓	✓	✓	4
	Table Tennis	NW	✓		✓		2
	Tae Bo	FIT	✓	✓	✓	✓	2
	Tae Kwon Do	CO	✓	✓	✓	✓	4
	Tai Chi	FIT			✓	✓	1
	Tchoukball	IT	✓	✓	✓	✓	2
	Team Handball	IT	✓	✓	✓	✓	2
	Tennis	NW	✓	✓	✓	✓	2
	Tobogganing, Sledding, Tubing	AP	✓		✓		3
	Triathlon	FIT	✓	✓	✓	✓	4
	Tumbling (For safety, see Gymnastics)	RG		✓	✓	✓	4
	Ultimate	IT	✓	✓	✓	✓	2
	Volleyball	NW		✓	✓	✓	2
	Walking	AL	✓		✓		1
	Water Polo	IT	✓		✓		4
	Weightlifting	FIT		✓	✓	✓	3
	Weight (Strength/Resistance) Training	FIT	✓	✓	✓	✓	3
	Windsurfing/Sailboarding	AP		✓	✓		4
	Wrestling—Freestyle, Greco-Roman	CO	✓	✓	✓	✓	4
	Yoga	FIT		✓	✓	✓	2



GRADE 11 ACTIVE HEALTHY
LIFESTYLES: PHYSICAL
EDUCATION/HEALTH
EDUCATION (30F)

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PHYSICAL ACTIVITY LOG- GENERIC CALENDAR

This 10 month generic calendar is designed to assist students in recording daily physical activities including the duration in the Light (L), Moderate (M) and/or Vigorous (V) intensity zones.

Instructions:

- 1** Begin with Month 1. On this sheet fill in your name, class, and month.
- 2** Next, fill in the Day fields as they correspond to the month for which you are recording activities.
- 3** Then begin entering the activities under the appropriate day.
- 4** Beside each activity, enter the number of minutes (rounded to closest minute) for which the intensity was Light (**L**), Moderate (**M**) and/or Vigorous (**V**).
- 5** Only enter data in days where you were physically active.
- 6** As data is entered, the totals for weekly, monthly and course summary are calculated automatically.
- 7** Please save the data entered before moving from one worksheet to the next and before you exit the document.
- 8** At the end of each month, open the next month and repeat steps 1-7.

NOTE Re Printing: The monthly worksheets and the course summary are all formatted for legal size paper (8.5 in x 14 in). To print on letter size paper (8.5 in x 11 in) but in a compressed format, click on File, then on Page Setup, and then select Letter size in the Paper size pull-down menu.

PHYSICAL ACTIVITY LOG

NAME: _____

CLASS: _____

MONTH: _____

SUNDAY				MONDAY				TUESDAY				WEDNESDAY				THURSDAY				FRIDAY				SATURDAY				Weekly Totals									
Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	L	M	V							
Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	0	0	0			
Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	0	0	0			

L	M	V
0	0	0
Monthly Totals (hours)		
Total Time (hours)		
Total M+ V time (hours)		

Parent's Signature

Date

PHYSICAL ACTIVITY LOG

NAME: _____

CLASS: _____

MONTH: _____

SUNDAY				MONDAY				TUESDAY				WEDNESDAY				THURSDAY				FRIDAY				SATURDAY				Weekly Totals		
Day-				Day-				Day-				Day-				Day-				Day-				Day-						
Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	L	M	V
Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	0	0	0
Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	0	0	0
Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	0	0	0

L	M	V
0	0	0
Monthly Totals (hours)		
Total Time (hours)		
Total M+ V time (hours)		

Parent's Signature

Date

Monthly Totals (hours)
Total Time (hours)
Total M+ V time (hours)

PHYSICAL ACTIVITY LOG

NAME: _____

CLASS: _____

MONTH: _____

SUNDAY				MONDAY				TUESDAY				WEDNESDAY				THURSDAY				FRIDAY				SATURDAY				Weekly Totals						
Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	L	M	V				
Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	0	0	0
Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	0	0	0

L	M	V
0	0	0
Monthly Totals (hours)		
Total Time (hours)		
Total M+ V time (hours)		

Parent's Signature

Date

PHYSICAL ACTIVITY LOG

NAME:

CLASS:

MONTH:

SUNDAY				MONDAY				TUESDAY				WEDNESDAY				THURSDAY				FRIDAY				SATURDAY				Weekly Totals						
Day-				Day-				Day-				Day-				Day-				Day-				Day-										
Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	L	M	V
Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	0	0	0
Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	0	0	0

Parent's Signature

Date

Monthly Totals (hours)	0	0	0
Total Time (hours)			0
Total M+ V time (hours)			0

PHYSICAL ACTIVITY LOG

NAME: _____

CLASS: _____

MONTH: _____

SUNDAY				MONDAY				TUESDAY				WEDNESDAY				THURSDAY				FRIDAY				SATURDAY				Weekly Totals						
Day-				Day-				Day-				Day-				Day-				Day-				Day-										
Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	L	M	V
Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	0	0	0
Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	0	0	0

L	M	V
0	0	0
Monthly Totals (hours)		
Total Time (hours)		
Total M+ V time (hours)		

Parent's Signature

Date

PHYSICAL ACTIVITY LOG

NAME: _____

CLASS: _____

MONTH: _____

SUNDAY				MONDAY				TUESDAY				WEDNESDAY				THURSDAY				FRIDAY				SATURDAY				Weekly Totals						
Day-				Day-				Day-				Day-				Day-				Day-				Day-										
Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	L	M	V
Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	0	0	0
Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	0	0	0

L	M	V
0	0	0
Monthly Totals (hours)		
Total Time (hours)		
Total M+ V time (hours)		

Parent's Signature

Date

PHYSICAL ACTIVITY LOG

NAME: _____

CLASS: _____

MONTH: _____

SUNDAY				MONDAY				TUESDAY				WEDNESDAY				THURSDAY				FRIDAY				SATURDAY				Weekly Totals						
Day-				Day-				Day-				Day-				Day-				Day-				Day-										
Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	L	M	V
Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	0	0	0
Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	0	0	0

L	M	V
0	0	0
Monthly Totals (hours)		
Total Time (hours)		
Total M+ V time (hours)		

Parent's Signature

Date

PHYSICAL ACTIVITY LOG

NAME: _____

CLASS: _____

MONTH: _____

SUNDAY				MONDAY				TUESDAY				WEDNESDAY				THURSDAY				FRIDAY				SATURDAY				Weekly Totals						
Day-				Day-				Day-				Day-				Day-				Day-				Day-										
Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	L	M	V
Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	0	0	0
Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	0	0	0

L	M	V
0	0	0
Monthly Totals (hours)		
Total Time (hours)		
Total M+ V time (hours)		

Parent's Signature

Date

PHYSICAL ACTIVITY LOG

NAME: _____

CLASS: _____

MONTH: _____

SUNDAY				MONDAY				TUESDAY				WEDNESDAY				THURSDAY				FRIDAY				SATURDAY				Weekly Totals						
Day-				Day-				Day-				Day-				Day-				Day-				Day-										
Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	L	M	V
Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	0	0	0
Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	0	0	0				

L	M	V
0	0	0
Monthly Totals (hours)		
Total Time (hours)		
Total M+ V time (hours)		

Parent's Signature

Date

Monthly Totals (hours)
Total Time (hours)
Total M+ V time (hours)

PHYSICAL ACTIVITY LOG

NAME: _____

CLASS: _____

MONTH: _____

SUNDAY				MONDAY				TUESDAY				WEDNESDAY				THURSDAY				FRIDAY				SATURDAY				Weekly Totals			
Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	Activity	L	M	V	L	M	V	
Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0
Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0	Totals	0	0	0

L	M	V
0	0	0
Monthly Totals (hours)		
Total Time (hours)		
Total M+ V time (hours)		

Parent's Signature

Date

Name: _____

Class: _____

1st Month	Total Time Spent in Physical Activity for Month 1	0	Hours
	Total Time Spent in Moderate to Vigorous Range for Month 1	0.0	Hours
	Total Cumulative Time Spent in Moderate to Vigorous Range	0.0	Hours
2nd Month	Total Time Spent in Physical Activity for Month 2	0	Hours
	Total Time Spent in Moderate to Vigorous Range for Month 2	0.0	Hours
	Total Cumulative Time Spent in Moderate to Vigorous Range	0.0	Hours
3rd Month	Total Time Spent in Physical Activity for Month 3	0	Hours
	Total Time Spent in Moderate to Vigorous Range for Month 3	0.0	Hours
	Total Cumulative Time Spent in Moderate to Vigorous Range	0.0	Hours
4th Month	Total Time Spent in Physical Activity for Month 4	0	Hours
	Total Time Spent in Moderate to Vigorous Range for Month 4	0.0	Hours
	Total Cumulative Time Spent in Moderate to Vigorous Range	0.0	Hours
5th Month	Total Time Spent in Physical Activity for Month 5	0	Hours
	Total Time Spent in Moderate to Vigorous Range for Month 5	0.0	Hours
	Total Cumulative Time Spent in Moderate to Vigorous Range	0.0	Hours
6th Month	Total Time Spent in Physical Activity for Month 6	0	Hours
	Total Time Spent in Moderate to Vigorous Range for Month 6	0.0	Hours
	Total Cumulative Time Spent in Moderate to Vigorous Range	0.0	Hours
7th Month	Total Time Spent in Physical Activity for Month 7	0	Hours
	Total Time Spent in Moderate to Vigorous Range for Month 7	0.0	Hours
	Total Cumulative Time Spent in Moderate to Vigorous Range	0.0	Hours
8th Month	Total Time Spent in Physical Activity for Month 8	0	Hours
	Total Time Spent in Moderate to Vigorous Range for Month 8	0.0	Hours
	Total Cumulative Time Spent in Moderate to Vigorous Range	0.0	Hours
9th Month	Total Time Spent in Physical Activity for Month 9	0	Hours
	Total Time Spent in Moderate to Vigorous Range for Month 9	0.0	Hours
	Total Cumulative Time Spent in Moderate to Vigorous Range	0.0	Hours
10th Month	Total Time Spent in Physical Activity for Month 10	0	Hours
	Total Time Spent in Moderate to Vigorous Range for Month 10	0.0	Hours
	Total Cumulative Time Spent in Moderate to Vigorous Range	0.0	Hours

Course Summary:

Total Time Spent in Physical Activity for the Course 0.0 Hours

Total Time Spent in Moderate to Vigorous Range for the Course 0.0 Hours

Parent's Signature

Date

Physical Activity Log: Independent Study

Each Physical Activity Log should record approximately **28 hours** of physical activity participation—10 hours of **light** activity, and 18 hours of **moderate** to **vigorous** activity.

1. Enter each physical activity you performed, the date you performed it, and the time (in minutes) you spent participating in the activity, under the appropriate intensity level. The total hours are calculated automatically.
2. If you repeat a physical activity daily, you may add these events together as a single entry.

		Intensity Level			Totals
		Light	Moderate	Vigorous	
Total Minutes		0	0	0	0
Total Hours		0.00	0.00		0.00
		Duration and Intensity in Minutes			
Date	Activity	Light	Moderate	Vigorous	
					Report for Light Hours
					You need more hours
					Report for Moderate and Vigorous Hours
					You need more hours
Parent/Guardian Signature _____		Date _____			
Student Signature _____		Date _____			

Module 2 Physical Activity Log (Grade 11)

Name _____

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous

continued

Module 2 Physical Activity Log (Grade 11) (continued)

Name _____

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
Total Time at Each Intensity Level				
Total Time at All Levels (add the times for Light, Moderate, and Vigorous)		Hours _____		

I certify that my son/daughter has completed the physical activities recorded on this chart.

Parent/guardian signature _____ Date _____

Student signature _____ Date _____

Module 3 Physical Activity Log (Grade 11)

Name _____

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous

continued

Module 3 Physical Activity Log (Grade 11) (continued)

Name _____

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
Total Time at Each Intensity Level				
Total Time at All Levels (add the times for Light, Moderate, and Vigorous)		Hours		

I certify that my son/daughter has completed the physical activities recorded on this chart.

Parent/guardian signature _____ Date _____

Student signature _____ Date _____

Module 5 Physical Activity Log (Grade 11)

Name _____

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous

continued

Module 5 Physical Activity Log (Grade 11) (continued)

Name _____

Date	Activity Description	Intensity Level and Duration (Hours)		
		Light	Moderate	Vigorous
Total Time at Each Intensity Level				
Total Time at All Levels (add the times for Light, Moderate, and Vigorous)		Hours _____		

I certify that my son/daughter has completed the physical activities recorded on this chart.

Parent/guardian signature _____ Date _____

Student signature _____ Date _____

Resistance Training Planner

This Resistance Training Planner identifies over 250 exercises for all the major muscle groups of the body and are identified as Beginner, Intermediate, or Advanced according to their level of difficulty.

Instructions

Select exercises from the list below for the purpose of developing a resistance training or weight training program. Choose exercises that include all the major muscle groups, whether in a full-body circuit format or some other format (e.g., upper body on Day 1, lower body on Day 2, rest on Day 3). To select exercises, simply place an **X** in column A for those exercises you wish to perform. You can then use the filter function to have just those exercises appear. At this point review your choices to ensure that you have exercises from each of the major muscle groups.

Some individuals may choose to begin by using the filter function and sort using the categories indicated:

- **Level** (Beginner, Intermediate, Advanced)
- **U/L/C** (U–Upper Body, L–Lower Body, C–Core)
- **P/P** (P–Pulling-Type Exercise, P–Pushing-Type Exercise)
- **Modality** (FW–Free Weights, C–Cables, M–Machine)
- **Joint** (M–Multi-Joint Exercise, S–Single-Joint Exercise)

Web Links for Exercises and Routines

The following websites provide additional exercises with descriptions as well as video demonstrations of correct techniques. Some of the websites also provide ready-to-go routines/programs ranging from beginner to sport-specific programs. The routines/programs may include cardiorespiratory, resistance training, and flexibility suggestions.

[For website updates, please visit Websites to Support the Grades 11 and 12 Curriculum at <www.edu.gov.mb.ca/k12/cur/physhlth/>.](http://www.edu.gov.mb.ca/k12/cur/physhlth/)

MyFit.ca	<p>This website contains information, pictures, and videos regarding weight training and lifting exercises. It also provides information about teens, as well as fitness- and health-related quizzes.</p> <p><u>MyFit.ca. "Weight Training/Lifting Exercises, Exercise Pictures, Workout Exercises." Exercises. <www.myfit.ca/></u></p>
Free Online Health	<p>This website contains information, photographs, and videos regarding resistance exercises. _</p> <p><u>Free Online Health. Free Exercises. <www.free-online-health.com/exercises.htm>.</u></p>
Performance Workouts	<p>Not sure what a particular exercise is or how to perform it correctly? This website has exercise videos to assist you with planning and safe participation. _</p> <p><u>Performance Workouts. Exercise Guides. 2005. <http://www.performanceworkouts.com/exercise.shtml></u></p>

Netfit	This website contains many routines, ranging from general workouts to sport-specific routines, from which the beginner to the advanced participant can choose. Netfit. Training Programs. <www.netfit.co.uk/wkmen.htm>
PreventDisease.com	This website contains an alphabetized listing of strength conditioning and weight training exercises. PreventDisease.com. Strength Conditioning/Weight Training Exercise Chart.<http://preventdisease.com/fitr

Resistance Training Planner

ID	Muscle Group	Exercise	Level	U/L/C	P / P	Modality	Joint
	Abdominals - Lower	Full Reverse Crunch	Advanced	Core	Push	FW	M
	Abdominals - Lower	Incline Hip Thrust	Advanced	Core	Push	FW	M
	Abdominals - Lower	Incline Reverse Crunch	Advanced	Core	Push	FW	M
	Abdominals - Lower	Lying Hip Thrust	Advanced	Core	Push	FW	M
	Abdominals - Lower	Reverse Crunch	Beginner	Core	Push	FW	M
	Abdominals - Lower	Reverse Medicine Ball Crunch	Advanced	Core	Push	FW	M
	Abdominals - Obliques	Alternating Heel Touch	Beginner	Core	Push	FW	M
	Abdominals - Obliques	Bent-Knee Medicine Ball Hip Rotation	Advanced	Core	Push	FW	M
	Abdominals - Obliques	Cable Chop	Advanced	Core	Push	C	M
	Abdominals - Obliques	Cross Crunch	Beginner	Core	Push	FW	M
	Abdominals - Obliques	Cross Crunch w/ Medicine Ball	Advanced	Core	Push	FW	M
	Abdominals - Obliques	Decline Cross Sit-Up	Advanced	Core	Push	FW	M
	Abdominals - Obliques	Decline Sit-Up w/ Twist	Advanced	Core	Push	FW	M
	Abdominals - Obliques	Reverse Cable Chop	Advanced	Core	Push	C	M
	Abdominals - Obliques	Seated Medicine Ball Twist	Advanced	Core	Push	FW	M
	Abdominals - Obliques	Trunk Rotator	Advanced	Core	Push	FW	M
	Abdominals - Total	Front Plank (from knees)	Beginner	Core	Static	FW	M
	Abdominals - Total	Front Plank (from toes)	Intermediate	Core	Static	FW	M
	Abdominals - Total	Front Plank (tripod - 1 arm and 2 legs or 2 legs and 1 arm)	Advanced	Core	Static	FW	M
	Abdominals - Total	Side-Plank (from knees)	Intermediate	Core	Static	FW	M
	Abdominals - Total	Side-Plank (hip lift)	Beginner	Core	Static	FW	M
	Abdominals - Total	Side-Plank (from toes)	Advanced	Core	Static	FW	M

Abdominals - Total	Ab Cycle	Advanced	Core	Push	FW	M
Abdominals - Total	Kneeling Ab Rollout	Intermediate	Core	Push	FW	M
Abdominals - Total	Medicine Ball V-Up	Advanced	Core	Push	FW	M
Abdominals - Total	V-Up	Beginner	Core	Push	FW	M
Abdominals - Total	Weighted V-Up	Intermediate	Core	Push	FW	M
Abdominals - Upper	Bent Knee Sit-Up	Beginner	Core	Push	FW	M
Abdominals - Upper	Bent-Knee Crunch	Beginner	Core	Push	FW	M
Abdominals - Upper	Crunch	Beginner	Core	Push	FW	M
Abdominals - Upper	Crunch	Beginner	Core	Push	FW	M
Abdominals - Upper	Decline Crunch	Advanced	Core	Push	FW	M
Abdominals - Upper	Decline Sit-Up	Advanced	Core	Push	FW	M
Abdominals - Upper	Heel Touch	Beginner	Core	Push	FW	M
Abdominals - Upper	Sit-Up	Beginner	Core	Push	FW	M
Abdominals - Upper	Weighted Crunch	Intermediate	Core	Push	FW	M
Back - Latissimus Dorsi	Assisted Pull-Up	Beginner	Upper	Pull	FW	M
Back - Latissimus Dorsi	Close-Grip Lat Pulldown	Beginner	Upper	Pull	M	M
Back - Latissimus Dorsi	Inverted Pull-Up	Advanced	Upper	Pull	FW	M
Back - Latissimus Dorsi	Lat Pulldown	Beginner	Upper	Pull	C	M
Back - Latissimus Dorsi	Pull-Up	Beginner	Upper	Pull	FW	M
Back - Latissimus Dorsi	Reverse-Grip Lat Pulldown	Intermediate	Upper	Pull	C	M
Back - Latissimus Dorsi	Reverse-Grip Pull-Up	Advanced	Upper	Pull	FW	M
Back - Latissimus Dorsi	V-Bar Pull-Up	Advanced	Upper	Pull	FW	M
Back - Latissimus Dorsi	Wide-Grip Lat Pulldown	Beginner	Upper	Pull	C	M
Back - Lat.Dorsi/Rhomboids	Bent-Over Alternating Dumbbell Row	Intermediate	Upper	Pull	FW	M
Back - Lat.Dorsi/Rhomboids	Bent-Over Barbell Row	Beginner	Upper	Pull	FW	M
Back - Lat.Dorsi/Rhomboids	Bent-Over Dumbbell Row	Beginner	Upper	Pull	FW	M
Back - Lat.Dorsi/Rhomboids	Bent-Over Hammer Dumbbell Row	Beginner	Upper	Pull	FW	M
Back - Lat.Dorsi/Rhomboids	Bent-Over Long Barbell Row	Intermediate	Upper	Pull	FW	M
Back - Lat.Dorsi/Rhomboids	Bent-Over Reverse-Grip Barbell Row	Advanced	Upper	Pull	FW	M
Back - Lat.Dorsi/Rhomboids	Bent-Over Single-Arm Long Barbell Row	Advanced	Upper	Pull	FW	M
Back - Lat.Dorsi/Rhomboids	Machine Row	Beginner	Upper	Pull	M	M
Back - Lat.Dorsi/Rhomboids	One Arm Dumbbell Row	Beginner	Upper	Pull	FW	M
Back - Lat.Dorsi/Rhomboids	Reverse Incline Dumbbell Row	Advanced	Upper	Pull	FW	M
Back - Lat.Dorsi/Rhomboids	Rope Cable Row	Intermediate	Upper	Pull	C	M
Back - Lat.Dorsi/Rhomboids	Seated Cable Row	Beginner	Upper	Pull	C	M

Back - Lat.Dorsi/Rhomboids	Seated Row	Beginner	Upper	Pull	C	M
Back - Lat.Dorsi/Rhomboids	Single-Arm Cable Row	Intermediate	Upper	Pull	C	M
Back - Lat.Dorsi/Rhomboids	Single-Arm Dumbbell Row	Beginner	Upper	Pull	FW	M
Back - Lat.Dorsi/Rhomboids	Single-Arm Lat Pulldown	Intermediate	Upper	Pull	C	M
Back - Lat.Dorsi/Rhomboids	Standing Cable Row	Beginner	Upper	Pull	C	M
Back - Lat.Dorsi/Rhomboids	Standing Single-Arm Cable Row	Intermediate	Upper	Pull	C	M
Biceps	Alternating Dumbbell Curl	Beginner	Upper	Pull	FW	S
Biceps	Alternating Hammer Curl	Beginner	Upper	Pull	FW	S
Biceps	Barbell Curl	Beginner	Upper	Pull	FW	S
Biceps	Bicep Curl	Beginner	Upper	Pull	FW	S
Biceps	Bottom/Top/Full Curls	Advanced	Upper	Pull	FW	S
Biceps	Cable Curl	Intermediate	Upper	Pull	C	S
Biceps	Concentration Dumbbell Curl	Intermediate	Upper	Pull	FW	S
Biceps	Cross Body Hammer Curl	Advanced	Upper	Pull	FW	S
Biceps	Dumbbell Curl	Beginner	Upper	Pull	FW	S
Biceps	EZ-Bar Curl	Intermediate	Upper	Pull	FW	S
Biceps	Hammer Curl	Beginner	Upper	Pull	FW	S
Biceps	Incline Alternating Dumbbell Curl	Advanced	Upper	Pull	FW	S
Biceps	Incline Alternating Hammer Curl	Advanced	Upper	Pull	FW	S
Biceps	Incline Dumbbell Curl	Advanced	Upper	Pull	FW	S
Biceps	Incline Hammer Curl	Advanced	Upper	Pull	FW	S
Biceps	Kneeling Cable Curl	Beginner	Upper	Pull	C	S
Biceps	Lying Cable Curl	Intermediate	Upper	Pull	C	S
Biceps	Lying Double Biceps Cable Curl	Intermediate	Upper	Pull	C	S
Biceps	Lying High Cable Curl	Advanced	Upper	Pull	C	S
Biceps	Machine Curl	Beginner	Upper	Pull	M	S
Biceps	Overhead Double Biceps Cable Curl	Advanced	Upper	Pull	C	S
Biceps	Overhead Rope Cable Curl	Advanced	Upper	Pull	C	S
Biceps	Preacher Barbell Curl	Advanced	Upper	Pull	FW	S
Biceps	Preacher Cable Curl	Advanced	Upper	Pull	C	S
Biceps	Preacher Dumbbell Curl	Intermediate	Upper	Pull	FW	S
Biceps	Preacher EZ-Bar Curl	Advanced	Upper	Pull	FW	S
Biceps	Preacher Hammer Dumbbell Curl	Intermediate	Upper	Pull	FW	S
Biceps	Preacher Single-Arm Dumbbell Curl	Intermediate	Upper	Pull	FW	S
Biceps	Reverse Curl	Advanced	Upper	Pull	FW	S
Biceps	Rope Cable Curl	Intermediate	Upper	Pull	C	S

Biceps	Seated Alternating Curl	Beginner	Upper	Pull	FW	S
Biceps	Seated Alternating Hammer Curl	Beginner	Upper	Pull	FW	S
Biceps	Seated Dumbbell Curl	Beginner	Upper	Pull	FW	S
Biceps	Seated Hammer Curl	Beginner	Upper	Pull	FW	S
Biceps	Single-Arm Barbell Curl	Beginner	Upper	Pull	FW	S
Biceps	Single-Arm Cable Curl	Intermediate	Upper	Pull	FW	S
Biceps	Single-Arm Dumbbell Curl w/ Incline Bench	Beginner	Upper	Pull	FW	S
Biceps	Spider Curl	Advanced	Upper	Pull	FW	S
Calves - Gastrocnemius	Barbell Calf Raise	Advanced	Lower	Push	FW	S
Calves - Gastrocnemius	Calf Press	Beginner	Lower	Push	M	S
Calves - Gastrocnemius	Calf Raise - Seated	Beginner	Lower	Push	FW	S
Calves - Gastrocnemius	Calf Raise - Standing	Beginner	Lower	Push	FW	S
Calves - Gastrocnemius	Dumbbell Calf Raise	Beginner	Lower	Push	FW	S
Calves - Gastrocnemius	Single-Leg Calf Press	Advanced	Lower	Push	M	S
Calves - Gastrocnemius	Single-Leg Dumbbell Calf Raise	Advanced	Lower	Push	FW	S
Calves - Gastrocnemius	Smith Machine Calf Raise	Intermediate	Lower	Push	M	S
Calves - Soleus	Seated Calf Raise	Beginner	Lower	Push	M	S
Calves - Soleus	Seated Single-Leg Calf Raise	Intermediate	Lower	Push	M	S
Chest - Pectoralis	Alternating Dumbbell Bench Press	Intermediate	Upper	Push	FW	M
Chest - Pectoralis	Barbell Bench Press	Intermediate	Upper	Push	FW	M
Chest - Pectoralis	Chest Press	Beginner	Upper	Push	M	M
Chest - Pectoralis	Decline Dumbbell Bench Press	Advanced	Upper	Push	FW	M
Chest - Pectoralis	Decline Smith Machine Bench Press	Advanced	Upper	Push	M	M
Chest - Pectoralis	Dumbbell Bench Press	Beginner	Upper	Push	FW	M
Chest - Pectoralis	Dumbbell Push-Up	Beginner	Upper	Push	FW	M
Chest - Pectoralis	Elevated Push-Up	Advanced	Upper	Push	FW	M
Chest - Pectoralis	Flat Bench Press	Intermediate	Upper	Push	FW	M
Chest - Pectoralis	Incline Alternating Dumbbell Bench Press	Advanced	Upper	Push	FW	M
Chest - Pectoralis	Incline Barbell Bench Press	Advanced	Upper	Push	FW	M
Chest - Pectoralis	Incline Bench Press	Advanced	Upper	Push	FW	M
Chest - Pectoralis	Incline Dumbbell Bench Press	Advanced	Upper	Push	FW	M
Chest - Pectoralis	Incline Hammer Dumbbell Bench Press	Advanced	Upper	Push	FW	M

	Chest - Pectoralis	Incline Single-Arm Dumbbell Bench Press	Advanced	Upper	Push	FW	M
	Chest - Pectoralis	Incline Smith Machine Bench Press	Advanced	Upper	Push	M	M
	Chest - Pectoralis	Incline Twisting Dumbbell Bench Press	Advanced	Upper	Push	FW	M
	Chest - Pectoralis	Kneeling Push-Up	Beginner	Upper	Push	FW	M
	Chest - Pectoralis	Machine Bench Press	Beginner	Upper	Push	M	M
	Chest - Pectoralis	Machine Vertical Bench Press	Beginner	Upper	Push	M	M
	Chest - Pectoralis	Medicine Ball Crossover Push-Up	Advanced	Upper	Push	FW	M
	Chest - Pectoralis	Push-Up	Beginner	Upper	Push	FW	M
	Chest - Pectoralis	Single-Arm Dumbbell Bench Press	Intermediate	Upper	Push	FW	M
	Chest - Pectoralis	Smith Machine Bench Press	Intermediate	Upper	Push	M	M
	Chest - Pectoralis	Twisting Dumbbell Bench Press	Beginner	Upper	Push	FW	M
	Chest - Pectoralis	Wide-Grip Push-Up	Beginner	Upper	Push	FW	M
	Chest - Pectoralis	Cable Crossover	Advanced	Upper	Push	C	S
	Chest - Pectoralis	Cable Fly	Advanced	Upper	Push	C	S
	Chest - Pectoralis	Decline Dumbbell Fly	Advanced	Upper	Push	FW	S
	Chest - Pectoralis	Dumbbell Fly	Beginner	Upper	Push	FW	S
	Chest - Pectoralis	High Cable Crossover	Advanced	Upper	Push	C	S
	Chest - Pectoralis	Incline Cable Fly	Advanced	Upper	Push	C	S
	Chest - Pectoralis	Incline Dumbbell Fly	Advanced	Upper	Push	FW	S
	Chest - Pectoralis	Incline Twisting Dumbbell Fly	Advanced	Upper	Push	FW	S
	Chest - Pectoralis	Low Cable Crossover	Intermediate	Upper	Push	C	S
	Chest - Pectoralis	Pec Deck	Beginner	Upper	Push	M	S
	Chest - Pectoralis	Pec Deck Fly	Beginner	Upper	Push	M	S
	Legs - Hamstrings	Bent-Knee Single-Leg Hip Lift	Advanced	Lower	Pull	FW	M
	Legs - Hamstrings	Elevated Hip Lift	Intermediate	Lower	Pull	FW	M
	Legs - Hamstrings	Elevated Single-Leg Hip Lift	Advanced	Lower	Pull	FW	M
	Legs - Hamstrings	Hip Lift	Beginner	Lower	Pull	FW	M
	Legs - Hamstrings	Single-Leg Hip Lift	Intermediate	Lower	Pull	FW	M
	Legs - Hamstrings	Deadlift	Advanced	Lower	Pull	FW	S
	Legs - Hamstrings	Leg Curl	Beginner	Lower	Pull	M	S
	Legs - Hamstrings	Lying Alternating Leg Curl	Intermediate	Lower	Pull	M	S
	Legs - Hamstrings	Lying Leg Curl	Beginner	Lower	Pull	M	S
	Legs - Hamstrings	Lying Single-Leg Curl	Intermediate	Lower	Pull	M	S
	Legs - Hamstrings	Seated Leg Curl	Beginner	Lower	Pull	M	S
	Legs - Quadriceps	Barbell Diagonal Lunge	Advanced	Lower	Push	FW	M

	Legs - Quadriceps	Barbell Hack Squat	Advanced	Lower	Push	FW	M
	Legs - Quadriceps	Barbell Lunge	Intermediate	Lower	Push	FW	M
	Legs - Quadriceps	Barbell Reverse Lunge	Intermediate	Lower	Push	FW	M
	Legs - Quadriceps	Barbell Side Lunge	Intermediate	Lower	Push	FW	M
	Legs - Quadriceps	Barbell Split Squat	Advanced	Lower	Push	FW	M
	Legs - Quadriceps	Barbell Squat	Beginner	Lower	Push	FW	M
	Legs - Quadriceps	Barbell Step-Up	Advanced	Lower	Push	FW	M
	Legs - Quadriceps	Barbell Walking Lunge	Advanced	Lower	Push	FW	M
	Legs - Quadriceps	Diagonal Lunge	Intermediate	Lower	Push	FW	M
	Legs - Quadriceps	Dumbbell Diagonal Lunge	Advanced	Lower	Push	FW	M
	Legs - Quadriceps	Dumbbell Lunge	Beginner	Lower	Push	FW	M
	Legs - Quadriceps	Dumbbell Reverse Lunge	Intermediate	Lower	Push	FW	M
	Legs - Quadriceps	Dumbbell Side Lunge	Intermediate	Lower	Push	FW	M
	Legs - Quadriceps	Dumbbell Split Squat	Advanced	Lower	Push	FW	M
	Legs - Quadriceps	Dumbbell Squat	Beginner	Lower	Push	FW	M
	Legs - Quadriceps	Dumbbell Step-Up	Beginner	Lower	Push	FW	M
	Legs - Quadriceps	Dumbbell Walking Lunge	Advanced	Lower	Push	FW	M
	Legs - Quadriceps	Forward Lunge	Beginner	Lower	Push	FW	M
	Legs - Quadriceps	Lateral Barbell Squat	Intermediate	Lower	Push	FW	M
	Legs - Quadriceps	Lateral Barbell Step-Up	Advanced	Lower	Push	FW	M
	Legs - Quadriceps	Lateral Squat	Beginner	Lower	Push	FW	M
	Legs - Quadriceps	Lateral Step-Up	Beginner	Lower	Push	FW	M
	Legs - Quadriceps	Leg Press	Beginner	Lower	Push	M	M
	Legs - Quadriceps	Lunge	Beginner	Lower	Push	FW	M
	Legs - Quadriceps	Lying Machine Squat	Beginner	Lower	Push	M	M
	Legs - Quadriceps	Machine Hack Squat	Beginner	Lower	Push	M	M
	Legs - Quadriceps	Reverse Lunge	Beginner	Lower	Push	FW	M
	Legs - Quadriceps	Single-Arm Barbell Side Squat	Advanced	Lower	Push	FW	M
	Legs - Quadriceps	Single-Arm Dumbbell Side Squat	Intermediate	Lower	Push	FW	M
	Legs - Quadriceps	Single-Leg Barbell Squat	Advanced	Lower	Push	FW	M
	Legs - Quadriceps	Single-Leg Box Squat	Advanced	Lower	Push	FW	M
	Legs - Quadriceps	Single-Leg Dumbbell Box Squat	Advanced	Lower	Push	FW	M
	Legs - Quadriceps	Single-Leg Dumbbell Squat	Intermediate	Lower	Push	FW	M
	Legs - Quadriceps	Single-Leg Squat	Intermediate	Lower	Push	FW	M
	Legs - Quadriceps	Smith Machine Squat	Intermediate	Lower	Push	M	M
	Legs - Quadriceps	Split Squat	Advanced	Lower	Push	FW	M

	Legs - Quadriceps	Step-Up	Beginner	Lower	Push	FW	M
	Legs - Quadriceps	Walking Lunge	Intermediate	Lower	Push	FW	M
	Legs - Quadriceps	Alternating Leg Extension	Intermediate	Lower	Push	M	S
	Legs - Quadriceps	Leg Extension	Beginner	Lower	Push	M	S
	Legs - Quadriceps	Single-Leg Extension	Intermediate	Lower	Push	M	S
	Lower Back - Erector Spinae	Alternating Superman	Beginner	Core	Pull	FW	M
	Lower Back - Erector Spinae	Back Raise	Beginner	Core	Pull	FW	M
	Lower Back - Erector Spinae	Quadruped Alternating Superman	Beginner	Core	Pull	FW	M
	Lower Back - Erector Spinae	Superman	Beginner	Core	Pull	FW	M
	Lower Back - Erector Spinae	Superman Hold	Beginner	Core	Pull	FW	M
	Shoulders - Delts/Traps	Arnold Dumbbell Press	Intermediate	Upper	Push	FW	M
	Shoulders - Delts/Traps	Barbell Shoulder Press	Advanced	Upper	Push	FW	M
	Shoulders - Delts/Traps	Dumbbell Alternating Shoulder Press	Beginner	Upper	Push	FW	M
	Shoulders - Delts/Traps	Dumbbell Front Raise	Beginner	Upper	Push	FW	M
	Shoulders - Delts/Traps	Dumbbell Shoulder Press	Intermediate	Upper	Push	FW	M
	Shoulders - Delts/Traps	Dumbbell Twisting Shoulder Press	Intermediate	Upper	Push	FW	M
	Shoulders - Delts/Traps	Machine Shoulder Press	Beginner	Upper	Push	M	M
	Shoulders - Delts/Traps	Seated Dumbbell Rear Delt Elbow Raise	Intermediate	Upper	Push	FW	M
	Shoulders - Delts/Traps	Single-Arm Dumbbell Shoulder Press	Beginner	Upper	Push	FW	M
	Shoulders - Delts/Traps	Smith Machine Shoulder Press	Advanced	Upper	Push	M	M
	Shoulders - Delts/Traps	Barbell Front Raise	Intermediate	Upper	Push	FW	S
	Shoulders - Delts/Traps	Bent-Over Cable Rear Delt Raise	Advanced	Upper	Push	C	S
	Shoulders - Delts/Traps	Bent-Over Dumbbell Rear Delt Raise	Intermediate	Upper	Push	FW	S
	Shoulders - Delts/Traps	Cable Front Raise	Intermediate	Upper	Push	C	S
	Shoulders - Delts/Traps	Cable Lateral Raise	Intermediate	Upper	Push	C	S
	Shoulders - Delts/Traps	Dumbbell Lateral Raise	Beginner	Upper	Push	FW	S
	Shoulders - Delts/Traps	Front Plate Raise	Beginner	Upper	Push	FW	S
	Shoulders - Delts/Traps	Kneeling Single-Arm Cable Rear Delt Raise	Advanced	Upper	Push	C	S
	Shoulders - Delts/Traps	Lying Dumbbell External Rotation	Beginner	Upper	Push	FW	S
	Shoulders - Delts/Traps	Lying Dumbbell Rear Delt Raise	Beginner	Upper	Push	FW	S
	Shoulders - Delts/Traps	Lying Single-Arm Dumbbell Rear Delt Raise	Beginner	Upper	Push	FW	S

	Shoulders - Delts/Traps	Pec Deck Real Delt Extensions	Intermediate	Upper	Push	M	S
	Shoulders - Delts/Traps	Reverse Incline Dumbbell Rear Delt Raise	Advanced	Upper	Push	FW	S
	Shoulders - Delts/Traps	Seated Dumbbell Rear Delt Raise	Beginner	Upper	Push	FW	S
	Shoulders - Delts/Traps	Single-Arm Cable Lateral Raise	Intermediate	Upper	Push	C	S
	Shoulders - Rotator Cuff	Cable External Rotation	Beginner	Upper	Push	C	S
	Triceps	Close-Grip Bench Press	Advanced	Upper	Push	FW	M
	Triceps	Forward Lean Dips	Intermediate	Upper	Push	FW	M
	Triceps	Assisted Dips	Beginner	Upper	Push	FW	M
	Triceps	Bench Dips	Intermediate	Upper	Push	FW	M
	Triceps	Diamond Push-Up	Intermediate	Upper	Push	FW	M
	Triceps	Dips	Intermediate	Upper	Push	FW	M
	Triceps	Machine Dips	Beginner	Upper	Push	M	M
	Triceps	Decline Dumbbell Triceps Extension	Advanced	Upper	Push	FW	S
	Triceps	Decline EZ-Bar Tricep Extension	Advanced	Upper	Push	FW	S
	Triceps	Decline Single Dumbbell Triceps Extension	Advanced	Upper	Push	FW	S
	Triceps	Decline Single-Arm Dumbbell Triceps Extension	Advanced	Upper	Push	FW	S
	Triceps	Dumbbell Kickback	Beginner	Upper	Push	FW	S
	Triceps	Incline EZ-Bar Tricep Extension	Advanced	Upper	Push	FW	S
	Triceps	Kneeling Cable Triceps Extension	Beginner	Upper	Push	C	S
	Triceps	Leaning Overhead Tricep Extension	Intermediate	Upper	Push	FW	S
	Triceps	Low Cable Triceps Extension	Intermediate	Upper	Push	C	S
	Triceps	Lying Cable Triceps Extension	Intermediate	Upper	Push	C	S
	Triceps	Lying EZ-Bar Triceps Extension	Intermediate	Upper	Push	FW	S
	Triceps	Lying Overhead EZ-Bar Tricep Extension	Intermediate	Upper	Push	FW	S
	Triceps	Lying Reverse EZ-Bar Triceps Extension	Advanced	Upper	Push	FW	S
	Triceps	Lying Single Dumbbell Triceps Extension	Beginner	Upper	Push	FW	S
	Triceps	Lying Single-Arm Dumbbell Triceps Extension	Beginner	Upper	Push	FW	S
	Triceps	Lying Tricep Extensions	Beginner	Upper	Push	FW	S

Triceps	Overhead Dumbbell Triceps Extension	Beginner	Upper	Push	FW	S
Triceps	Overhead EZ-Bar Triceps Extension	Advanced	Upper	Push	FW	S
Triceps	Overhead Rope Cable Tricep Extension	Intermediate	Upper	Push	C	S
Triceps	Overhead Single Dumbbell Tricep Extension	Beginner	Upper	Push	FW	S
Triceps	Overhead Single-Arm Cable Tricep Extension	Intermediate	Upper	Push	C	S
Triceps	Overhead Single-Arm Dumbbell Tricep Extension	Beginner	Upper	Push	FW	S
Triceps	Reverse Tricep Pushdown	Advanced	Upper	Push	C	S
Triceps	Rope Triceps Pushdown	Intermediate	Upper	Push	C	S
Triceps	Single-Arm Towel Triceps Pushdown	Beginner	Upper	Push	C	S
Triceps	Single-Arm Triceps Pushdown	Intermediate	Upper	Push	C	S
Triceps	Towel Triceps Pushdown	Beginner	Upper	Push	C	S
Triceps	Tricep Extensions	Beginner	Upper	Push	FW	S
Triceps	Tricep Pushdown	Beginner	Upper	Push	C	S
Triceps	Tricep Pushdown	Beginner	Upper	Push	C	S
Triceps	V-Bar Tricep Pushdown	Beginner	Upper	Push	C	S