Grade 9 Physical Education/ Health Education (10F)

A Course for Independent Study



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A Course for Independent Study

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INTRODUCTION

INTRODUCTION

Overview

Welcome to *Grade 9 Physical Education/Health Education: A Course for Independent Study.* This course focuses on physically active and healthy lifestyle concepts and practices. The course will give you the opportunity to learn more about yourself and enable you to make more informed decisions about healthy, active living, which will benefit you throughout your life. The purpose of this Introduction is to help you become familiar with the course and what you are going to learn.

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 your tutor/marker for this course.

What Will You Learn in This Course?

This course focuses on both physical education and health education and is organized into modules and lessons. A description of the course expectations and components follows.

Course Expectations

Here is a brief outline of the main things you need to do to complete this course:

- Read this Introduction very carefully so that you know what is expected of you and where you can find more detailed information.
- Study each lesson in each of the 10 modules.
- Complete the learning activities and check your answers in the answer keys provided.
- Complete all the assignments and submit them to the Distance Learning Unit for assessment when you have completed Modules 1, 2, 4, 6, 8, and 10.
- Be physically active and plan and log your physical activities as part of your assignments.
- Write your final examination when you have completed Module 10.

How Is This Course Organized?

Modules

The course is divided into 10 modules. The odd-numbered modules emphasize physical education, while the even-numbered modules emphasize health education.

Ph	ysical Education	Н	ealth Education
Module 1:	Health, Fitness, and Active	Module 2:	Personal Management
	Living	Module 4:	Social Management
Module 3:	Muscle Physiology	Module 6:	Substance Use and Abuse
Module 5:	Fitness Development		Prevention
Module 7:	Movement Concepts and	Module 8:	Personal Safety
	Principles	Module 10:	Human Sexuality
Module 9:	Sport/Activity Development		

Lessons

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

- **Lesson Focus** and **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. These do not have answer keys. Do not send your learning activities to the Distance Learning Unit.



- Assignments: Many lessons also contain one or more assignments. You will 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.

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.

Resource That Comes with the Course

 7 Root Safety Strategies for Teens (Canadian Centre for Child Protection Inc.) is packaged with this course. You will be asked to use this flyer in Module 8, Lesson 1.

Resource That Is Available Online

• You will have the opportunity to view the video *Grade 9 Physical Education/ Health Education Independent Study*, which is available in the learning management system (LMS). If you need a copy of the video, please contact the Distance Learning Unit.

The video contains

- a rhythmic routine, which you could use in your Plan (Assignment 1.2)
- clips from a track meet showing athletes performing the long jump and shot put, which you could use in Assignment 7.2

Video Viewing Equipment



You will need access to equipment to view the video for this course.

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 access to the Internet, however, because many websites contain information related to the course assignments. Remember that Internet sites come and go. The 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 <u>www.google.ca</u>) to find the information you are looking for.

To complete this course, you will need access to the following files, which are available in the learning management system (LMS). If you do not have access to the Internet or if you need a copy of the material, contact the Distance Learning Unit at 1-800-465-9915.

- Physical Activity Inventory: You will need access to this file when you complete your Plan (Assignment 1.2). This resource is also found in Appendix A at the end of this course.
- OUT-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education (Manitoba Education, Citizenship and Youth): You will need access to this resource when you complete your Plan (Assignment 1.2).
- Files on Birth Control, STIs, and HIV/AIDS (Sexual Education Resource Centre [SERC]): You will need these files when you complete Learning Activity 10.4.

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 other 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, an assignment, or a Physical Activity Log, 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 Study Option (ISO) students and mark assignments and examinations. When you are having difficulty with something in this course, 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. You can also obtain this information 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 coursework, 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 examination(s) 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?

Here is a breakdown of the values of the course assignments and the final examination:

Assessment Components	Percentage
 Assignments from the physical education modules (Modules 1, 3, 5, 7, and 9) 	40%
 Assignments from the health education modules (Modules 2, 4, 6, 8, and 10) 	40%
Final examination	20%
Total	100%

You will know how well you are learning in this course by how well you complete the learning activities, assignments, and 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. 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 that you will submit to the Distance Learning Unit are worth 80 percent of your final mark in this course. The assignments are found in the Assignment(s) section at the end of each module.

Some assignments are paper-and-pencil tasks, which you will complete directly on the sheets provided. Because this course involves physical activities, some assignments need special preparation and additional resources, several involve creating or viewing videos, and some require research. A brief description of some of the assignments that involve physical activity follows. Detailed information is provided in the assignments themselves.

Physical Activities

To complete this course, you will take part in at least 55 hours of physical activity, which will contribute to your health-related fitness components. You will need to plan and keep a record of your activities. The main assignments that involve physical activities are described below:

Physical Activity Plan: One of the assignments (Assignment 1.2) consists of a Physical Activity Plan, sometimes referred to as "your Plan." For this assignment, you will plan the physical activities that you will take part in over three four-week periods (12 weeks). Before you begin your activities, you will submit your Plan to the Distance Learning Unit. Your 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. You will then take part in physical activities and log them in your Physical Activity Logs, accumulating at least 40 minutes per day, or 80 minutes every second day, during a four-month period.

- Physical Activity Logs: Three of the assignments (Assignments 3.1, 5.1, and 7.1) are Physical Activity Logs, sometimes referred to as "your Log." For these, you will log or record the physical activities that you have taken part in. To meet your required 55 hours of physical activity, you need to be active at least 40 minutes per day, or 80 minutes every second day. You will use the information from your Logs to set personal goals related to the type, frequency, intensity, and duration of an activity. By keeping track of the data, you will be able to monitor your own progress and achievement.
- Workout Routines: In Assignment 5.2 you will design and perform both a warm-up and a cool-down workout routine since it is always advisable to warm up and cool down for each workout. In Assignment 5.3 you will perform a personal training workout and check your heart rate to determine your target heart-rate zone.

Special Preparation and Outside Resources

Several assignments require special preparation and/or outside resources:

- First Aid Certification: In Assignment 1.3 you will have to complete the St. John Ambulance Emergency Level, First Aid program. You can contact the St. John Ambulance office in Winnipeg at 204-784-7000 (or 1-800-471-7771) for information. Alternatively, you can complete your first aid certification through the local Heart and Stroke Association office or at the Red River College satellite sites. You will be responsible for any expenses related to the training program. Upon successful completion of the program, you will receive a certificate. You will submit a photocopy of your certificate to the Distance Learning Unit. Students may submit proof of current, valid certification in first aid at any point during their registration in this course.
- **Sporting Event:** In Assignment 9.2 you will observe an actual sporting event, either live or on television, and describe the officials' signals and calls.

Viewing and Analyzing a Video



- In Assignment 7.2 you will view the video *Grade 9 Physical Education/Health Education Independent Study* (Manitoba Education, Citizenship and Youth) and analyze some segments of the video. You may also wish to use this video for other assignments.
- You may choose to view the rhythmic routine on the video as part of your Plan (Assignment 1.2).

Research (Print and Electronic)

- In Assignment 6.1 you will find a news article on substance use in sports and answer questions based on the selected article.
- In Assignment 8.1 you will create a brochure or a fact sheet about raising awareness of violence prevention.
- In Assignment 9.1 you will select an article about ethical or unethical behaviour in sport and answer questions about your selected article.
- In Assignment 9.3 you will write a short report on a sport or physical activity of your choice.
- In Assignment 10.1 you will analyze examples from various media (e.g., television programs, magazine articles, popular songs) to see how they can influence relationships.

Final Examination

The course contains a final examination based on Modules 1 to 10. The examination is worth a total of **20 percent** of your final course mark. You will write the final examination under supervision.

To do well on the final examination, you should review all of the work that you have completed from Modules 1 to 10, including all learning activities 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 10 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 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 PO Box 2020 Winkler MB R6W 4B8 Fax: 204-325-1719 Toll-Free Telephone: 1-800-465-9915 Email: distance.learning@gov.mb.ca

How Long Will It Take You to Complete This Course?

It will take you **at least four months** to complete this course. Given that the course has 10 modules, you would need to complete more than two modules every month.

You will spend a minimum of 120 hours on this course. Of this time, you will spend at least 55 hours being physically active, which ends up being about 40 minutes per day, or 80 minutes every second day. Please note, however, that you should strive to meet the guidelines in *Canada's Physical Activity Guide for Youth* (Health Canada), which would mean accumulating at least one hour of moderate physical activity and 30 minutes of 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 for 12 weeks. There are a total of three Physical Activity Logs. The Logs (for Modules 3, 5, and 7) each cover about 18 hours of physical activity. This totals 12 weeks, or about three months. Besides the Logs, you need to study and complete assignments, some of which involve research.

You probably won't want to spend much longer than four months on the 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.



Remember that the dates indicated in the charts are just **sample dates** (not actual dates). They are meant to help you keep track of the completion and submission of your **Plan** and your **Logs**.

Sample Chart A: Semester 1

If you want to start this course in September and complete it in January, you can follow the timeline suggested below. If you complete the 10 modules by the date specified, you will submit your **Plan** and your **Logs** to the Distance Learning Unit as indicated on pages 14 and 15.

Sample Chart A: Semester 1			
Module(s)	Date That Module Assignments Are to Be Submitted	Physical Activity Log Covers the selected four-week period	
1	September 15 Assignments 1.1 to 1.3	No Log	
2	September 28 Assignments 2.1 to 2.3	No Log	
3 and 4	October 28 Assignments 3.1, 3.2, and 4.1	Module 3 Log September 21 to October 19	
5 and 6	November 25 Assignments 5.1 to 5.3, and 6.1	Module 5 Log October 20 to November 17	
7 and 8	December 23 Assignments 7.1 to 7.3, and 8.1	Module 7 Log November 18 to December 16	
9 and 10	January 20 Assignments 9.1 to 9.3, and 10.1	No Log	
Final Examination	January 30		

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.

Sample Chart B: Semester 2			
Module(s)	Date That Module Assignments Are to Be Submittedr	Physical Activity Log	
		Covers the selected four-week period	
1	February 15	No Log	
	Assignments 1.1 to 1.3		
2	February 28	No Log	
	Assignments 2.1 to 2.3		
3 and 4	March 15	Module 3 Log	
	Assignments 3.1, 3.2, and 4.1	February 4 to 28	
5 and 6	March 30	Module 5 Log	
	Assignments 5.1 to 5.3, and 6.1	March 4 to 29	
7 and 8	April 15	Module 7 Log	
	Assignments 7.1 to 7.3, and 8.1	March 15 to April 15	
9 and 10	April 30	No Log	
	Assignments 9.1 to 9.3, and 10.1		
Final	May 15		
Examination			

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.

Sample Chart C: Full School Year (Not Semestered)			
Module(s)	Date That Module Assignments Are to Be Submitted	Physical Activity Log	
		Covers the selected four-week period	
1	September 21	No Log	
	Assignments 1.1 to 1.3		
2	October 21	No Log	
	Assignments 2.1 to 2.3		
3 and 4	December 1	Module 3 Log	
	Assignments 3.1, 3.2, and 4.1	October 4 to 31	
5 and 6	February 21	Module 5 Log	
	Assignments 5.1 to 5.3, and 6.1	November 1 to 28	
7 and 8	March 21	Module 7 Log	
	Assignments 7.1 to 7.3, and 8.1	January 15 to February 15	
9 and 10	April 30	No Log	
	Assignments 9.1 to 9.3, and 10.1		
Final	May 15		
Examination			

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 or your school.



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?

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

Submission of Assignments		
Submission	Submission Module(s) Assignments You Will Submit	
1	1	Module 1 Cover Sheet Assignment 1.1: Activity Intensity Indicator Assignment 1.2: Physical Activity Plan—Getting Started* Assignment 1.3: First Aid Certification (may be submitted later)
2	2	Module 2 Cover Sheet Assignment 2.1: Examine Your Reactions to Situations Assignment 2.2: DECIDE for Yourself Assignment 2.3: Employability Skills
3	3 and 4	Modules 3 and 4 Cover Sheet Assignment 3.1: Module 3 Physical Activity Log* Assignment 3.2: Skill-Related Fitness Assignment 4.1: Developing Meaningful Relationships
4	5 and 6	Modules 5 and 6 Cover Sheet Assignment 5.1: Module 5 Physical Activity Log* Assignment 5.2: Warm-up and Cool-down Assignment 5.3: Personal Training Workout Assignment 6.1: Media Coverage of Substance Use in Sport

continued

Submission of Assignments (continued)			
Submission	bmission Module(s) Assignments You Will Submit		
5	7 and 8	Modules 7 and 8 Cover Sheet ** Assignment 7.1: Module 7 Physical Activity Log* Assignment 7.2: Sport-Skill Analysis Assignment 7.3: Sport/Activity Copycats Assignment 8.1: Raising Awareness of Violence Prevention (Brochure or Fact Sheet)	
6	9 and 10	Modules 9 and 10 Cover Sheet Assignment 9.1: Ethics in Sport Assignment 9.2: The Game Official Assignment 9.3: Short Sport/Activity Report Assignment 10.1: Relationships	

* **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.

** The Modules 7 and 8 Cover Sheet contains an Alternate Lesson Consent Form that your parent/guardian will need to sign if you choose the alternate lesson option in Module 10.

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

Safety Checklist for Physical Activity

- 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 conditions 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.

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 safety checklist above. You must be responsible for your own safety.

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

If you are 18 years of age or older, you are required to complete the **Grade 9 Physical Education/Health Education Student Consent Form (Students 18 or Older)** before you register for this course. The 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 old will need to have their parents or 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 a child's education.)

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

- A parent must sign the Grade 9 Physical Education/Health Education
 Parental Consent Form (Students Under 18) before a student younger than 18 can register for this course. The form is available on the Distance Learning website.
- Module 10: Human Sexuality deals with issues that may be sensitive for you and/or your parents. For this reason, this module offers a choice of lessons. The regular lesson (Lesson 10.4A) deals with contraception. The alternate lesson (Lesson 10.4B) does not. Students have the opportunity to complete the alternate lesson if their parents have signed the Grade 9 Physical Education/Health Education Alternate Lesson Consent Form found on the Cover Sheet for Modules 7 and 8.
- You and your parent(s) need to sign the Physical Activity Plan (Assignment 1.2). These signatures indicate that you and your parent(s) 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 parent(s) need to sign the three Physical Activity Logs (Assignments 3.1, 5.1, and 7.1). These signatures indicate that you and your parent(s) declare that you have taken part in the activities indicated on the Logs.

Student Accident Insurance

Parents are encouraged to ensure that their child has adequate accident insurance. One way to do so is to purchase the Manitoba School Board's Student Accident Insurance. It provides comprehensive 24-hour insurance coverage for Manitoba students, including those attending public, independent, and home schools. More information is available from

Hayhurst, Elias, Dudek Inc. (HED) Insurance and Risk Services Website: <u>www.hedinc.com/products/studentaccident/main.aspx</u> Telephone: 204-943-0331 Toll-Free: 1-800-665-8990

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.

A Note to Teachers Using This Course as a Classroom Resource



If you are a classroom teacher using this course as a classroom resource, you might find it useful to refer to Appendix B: Specific Learning Outcomes Matrix, found at the back of this course. Appendix B lists the specific learning outcomes (SLOs) that are addressed in each module and lesson of this course.

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.



Video: View a video.



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 those provided in the Learning Activity Answer Key found at the end of the applicable module.



Assignment: Complete an assignment. The assignments are found in the Assignments section at the end of each module. You will submit your completed assignments to the Distance Learning Unit for assessment at the end of Modules 1, 2, 4, 6, 8, and 10.



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.



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

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 this course!

Notes

GRADE 9 PHYSICAL EDUCATION/HEALTH EDUCATION (10F)

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	Mailing Address
	Distance Learning Unit 555 Main Street Winkler MB R6W 1C4	Distance Learning Unit 500–555 Main Street PO Box 2020 Winkler MB R6W 4B8
Contact Info	ormation	
Legal Name:		Preferred Name:
Phone:		Email:
Mailing Addre	ess:	
City/Town: _		Postal Code:
Attending Sch	nool: 🔲 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	
Module 1 Assignments	Attempt 1	Attempt 2
Which of the following are completed and enclosed? Please check (\checkmark) all applicable boxes below.	Date Received	Date Received
Assignment 1.1: Activity Intensity Indicator	/22	/22
Assignment 1.2: Physical Activity Plan—Getting Started	/55	/55
Assignment 1.3: First Aid Certification (photocopy or certificate required)*	🗖 CO / 🖵 INC	🗆 CO / 🖵 INC
* Students may submit proof of current, valid certification in first aid at any point during their registration in this course.	Total: /77	Total: /77
For Tutor/Marker Use		
Remarks:		

GRADE 9 PHYSICAL EDUCATION/HEALTH EDUCATION (10F)

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	Mailing Address
	Distance Learning Unit 555 Main Street Winkler MB R6W 1C4	Distance Learning Unit 500–555 Main Street PO Box 2020 Winkler MB R6W 4B8
Contact Info	ormation	
Legal Name:		Preferred Name:
Phone:		Email:
Mailing Addre	ess:	
City/Town: _		Postal Code:
Attending Scl	nool: 🔲 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	
Module 2 Assignment	Attempt 1	Attempt 2
Which of the following are completed and enclosed? Please check (\checkmark) all applicable boxes below.	Date Received	Date Received
Assignment 2.1: Examine Your Reactions to Situations	/16	/16
Assignment 2.2: DECIDE for Yourself	/15	/15
Assignment 2.3: Employability Skills	/7	/7
	Total: /38	Total: /38
For Tutor/Marker Use		
Remarks:		

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	Mailing Address
	Distance Learning Unit 555 Main Street Winkler MB R6W 1C4	Distance Learning Unit 500–555 Main Street PO Box 2020 Winkler MB R6W 4B8
Contact Info	ormation	
Legal Name:		Preferred Name:
Phone:		Email:
Mailing Addre	ess:	
City/Town: _		Postal Code:
Attending Scl	hool: 🔲 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
Modules 3 and 4 Assignments	Attempt 1	Attempt 2
Which of the following are completed and enclosed? Please check (\checkmark) all applicable boxes below.	Date Received	Date Received
Assignment 3.1: Module 3 Physical Activity Log	/30	/30
Assignment 3.2: Skill-Related Fitness	/15	/15
Assignment 4.1: Developing Meaningful Relationships	/13	/13
	Total: /58	Total: /58
For Tutor/Marker Use		
Remarks:		

Modules 5 and 6 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	Mailing Address
	Distance Learning Unit 555 Main Street Winkler MB R6W 1C4	Distance Learning Unit 500–555 Main Street PO Box 2020 Winkler MB R6W 4B8
Contact Info	ormation	
Legal Name:		Preferred Name:
Phone:		Email:
Mailing Addre	ess:	
City/Town: _		Postal Code:
Attending Scl	hool: 🔲 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
Modules 5 and 6 Assignments	Attempt 1	Attempt 2
Which of the following are completed and enclosed? Please check (\checkmark) all applicable boxes below.	Date Received	Date Received
Assignment 5.1: Module 5 Physical Activity Log	/30	/30
Assignment 5.2: Warm-up and Cool-down	/20	/20
Assignment 5.3: Personal Training Workout	/25	/25
Assignment 6.1: Media Coverage of Substance Use in Sport	/10	/10
	Total: /85	Total: /85
For Tutor/Marker Use		
Remarks:		

Modules 7 and 8 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	Mailing Address
	Distance Learning Unit 555 Main Street Winkler MB R6W 1C4	Distance Learning Unit 500–555 Main Street PO Box 2020 Winkler MB R6W 4B8
Contact Info	ormation	
Legal Name:		Preferred Name:
Phone:		Email:
Mailing Addre	ess:	
City/Town: _		Postal Code:
Attending Scl	nool: 🔲 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
Modules 7 and 8 Assignments	Attempt 1	Attempt 2
Which of the following are completed and enclosed? Please check (\checkmark) all applicable boxes below.	Date Received	Date Received
Assignment 7.1: Module 7 Physical Activity Log	/30	/30
Assignment 7.2: Sport-Skill Analysis	/12	/12
Assignment 7.3: Sport/Activity Copycats	/15	/15
Assignment 8.1: Raising Awareness of Violence Prevention (Brochure or Fact Sheet)	/16	/16
	Total: /73	Total: /73
For Tutor/Marker Use		
Remarks:		

Note: Please refer to the Alternate Lesson Consent Form found on the back of this page.

At this time, you need to decide whether you will complete Lesson 4A or Lesson 4B in Module 10: Human Sexuality. Lesson 4A deals with contraception. Lesson 4B (the alternate lesson) does not. If you are younger than 18 and your parent or guardian would prefer that you complete Lesson 4B, then he or she needs to indicate so by completing the form below.

Grade 9 Physical Education/Health Education Alternate Lesson Consent Form

I consent to having my child complete Lesson 4B (the alternate lesson) in Module 10 of the Grade 9 Physical Education/Health Education course.

Student's name

Signature of parent or guardian

Date

Assessment Rubric for Raising Awareness of Violence Prevention (Brochure or Fact Sheet) (Assignment 8.1)				or Fact Sheet)
Criteria	4 Exemplary	3 Accomplished	2 Developing	1 Beginning
	The student	I	I	
Research Process	 uses a wide variety of resources uses the research process proficiently 	 uses several resources uses the research process capably 	 uses a few resources needs more confidence using the research process 	 uses limited (if any) resources needs to provide more detailed information
	 introduces the topic effectively 	 introduces the topic clearly 	 introduces the topic 	 needs to introduce the topic more clearly
Organization and Sequence	 arranges information in exceptional sequence 	 shows careful sequencing in arranging information 	 needs to provide more evidence of sequencing in arranging information 	 needs to sequence more clearly
	 concludes report effectively 	 concludes report capably 	 needs to tie conclusion more directly to topic 	 needs to provide a more specific conclusion
Presentation/	 produces very attractive and appealing work 	 produces moderately attractive and appealing work 	 produces moderately attractive and appealing work 	 needs to take more care in presenting tidy and appealing work
Appearance	uses well- organized layout	 uses satisfactory layout 	 needs to make adjustments in layout to improve project appearance 	 could improve layout through more careful organization
Grandinit	 uses creativity extensively to enhance the project 	 uses creativity to enhance the project 	 attempts to enhance the project with creativity 	 makes little attempt to enhance the project with creativity
Creativity	 uses pictures, graphs, charts, and diagrams extensively 	 uses pictures, graphs, charts, and diagrams to support the project 	 includes some pictures, graphs, charts, and diagrams 	 needs to use more pictures, graphs, charts, and diagrams

Modules 9 and 10 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	Mailing Address
	Distance Learning Unit 555 Main Street Winkler MB R6W 1C4	Distance Learning Unit 500–555 Main Street PO Box 2020 Winkler MB R6W 4B8
Contact Info	ormation	
Legal Name:		Preferred Name:
Phone:		Email:
Mailing Addre	ess:	
City/Town: _		Postal Code:
Attending Scl	hool: 🔲 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
Modules 9 and 10 Assignments	Attempt 1	Attempt 2
Which of the following are completed and enclosed? Please check (\checkmark) all applicable boxes below.	Date Received	Date Received
Assignment 9.1: Ethics in Sport	/10	/10
Assignment 9.2: The Game Official	/20	/20
Assignment 9.3: Short Sport/Activity Report	/55	/55
Assignment 10.1: Relationships	/21	/21
	Total: /106	Total: /106
For Tutor/Marker Use		
Remarks:		

Released 2019



MODULE 1

Health, Fitness, and Active Living

This module contains the following:

- Introduction
- Lesson 1: Active, Healthy Lifestyles
- Lesson 2: Physical Activity Safety and Risk Management

- Lesson 3: Planning for Activity and Healthy Living
- Lesson 4: First Aid
- Module 1 Summary

MODULE 1: HEALTH, FITNESS, AND ACTIVE LIVING

Introduction

This course is all about being physically active and making healthy decisions every day. The lessons in each of the physical education modules (oddnumbered modules) will provide background information on why and how you should be active.

While taking this course, you will set your own physical activity goals and keep track of them in your

- Physical Activity Plan what you **plan** on doing (for Module 1)
- Physical Activity Log what you actually **do** (for Modules 3, 5, and 7)

In Module 1 you will learn about the differences between wellness, health, and physical fitness and how physical activity affects each of them. You will learn about ways to make activity safer by becoming aware of your environment. You will also take a first aid course and learn basic first aid responses.



Please Note

- All learning activities can be answered within the module. You will not send these to the Distance Learning Unit.
- All assignments can be found in the Assignments section at the end of the module and must be submitted to the Distance Learning Unit for assessment.

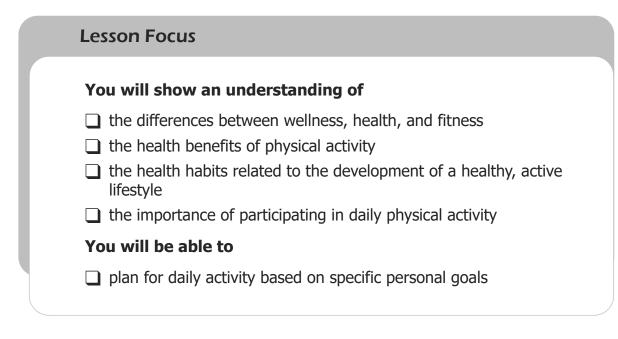
Assessment

You will be assessed on your completion of the Module 1 assignments found at the end of this module. At the end of the course, you will write a final examination.

When you complete Module 1, you will submit your Module 1 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 1.1	Activity Intensity Indicators
2	No Assignment	
3	Assignment 1.2	Physical Activity Plan
4	Assignment 1.3	First Aid Certification

LESSON 1: ACTIVE, HEALTHY LIFESTYLES



Introduction

The first lesson of this course focuses on the meaning of, and the differences between, three terms: wellness, health, and fitness. After learning about the benefits of physical activity, you will discover how active you really are by starting your Physical Activity Log.

Wellness, Health, and Fitness

The terms **health** and **fitness** are often used to describe the same condition in the human body, yet they are distinctly different. Another term that has become very popular is **wellness**.

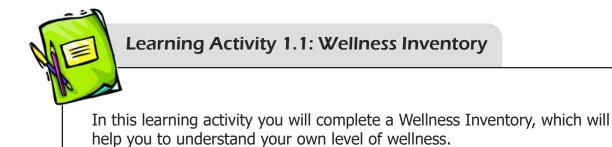
Wellness

Wellness is the process of becoming aware of and making choices toward a more successful life. The key words in this definition are explained below.

- **Process:** A process means that we always have the possibility of improving.
- Awareness: Being aware means we focus on understanding our present condition and continually seek more information about how we can improve.

- **Choices:** Making choices means that we have considered a variety of options and we make a selection.
- **Success:** Success is what we as individuals determine to be over personal collection of accomplishments in life.

In other words, wellness is a way of living and improving our life based on reliable information and sound decision making. Making health-enhancing decisions based on accurate information, and acting on those decisions, is the process for gaining improved health and success in life.



On the next page you will find a list of health and wellness indicators that describe how people feel and behave. If you use this inventory regularly, you will learn about your wellness habits and behaviours. Read each of the indicators and place a check mark (\checkmark) under the rating that describes it best for you.

Learning Activity 1.1: Wellness Inventory (continued)

	Wellness Inventory				
Dat	e		Rat	ting	
Rat	e how much these indicators described you today.	Very	Fairly	Hardly	Not at All
1.	How rested did you feel when you woke up this morning?				
2.	How clear-headed do you feel today?				
3.	How energetic do you feel today?				
4.	How well are you able to meet challenges in your life today?				
5.	How happy do you feel today?				
6.	How well are you able to maintain your sense of humour today?				
7.	How well are you able to control your temper today?				
8.	How energetic do you feel today?				
9.	How stressful is your day today?				
10.	How well are you able to manage the stresses in your life today?				
11.	How well are you able to fulfill your responsibilities today?				
12.	How well are you able to concentrate in school today?				
13.	How well are you learning today?				
14.	How well are you getting along with others today?				
15.	How much did you enjoy the other members of your family today?				
16.	How well did you get along with your friends today?				
17.	How well did you get along with your teachers today?				
18.	How well did you finish everything you wanted to finish today?				
19.	How confident do you feel today?				
	answer the following questions using brief statem low much time did you take for yourself today?				
	low do you feel about your body today?				
	Do you have any bothersome health symptoms toda Did you feel susceptible to illness?				

5. What was most stressful to you today?_____

Learning Activity 1.1: Wellness Inventory (continued)

7.	Did your action make it better, or worse, or did it make no difference?		
8.	What was the most restful to you today	/?	
9.	How much time did you take for yourse	elf today?	
10.	How did it make your day better or wo	rse?	
11.	What did you have to celebrate today?		
12.	For what were you thankful today?		
13.	Did you have any trouble with your app	petite toda	ay?
14.	Did you start your day with a nutritious	s breakfas	t?
15.	How many meals did you eat today? _		
16.	Was that normal for you?		
17.	Were the meals well balanced?		
18.	How often did you snack today?		
19.	Were they healthy snacks?		
20.	How much water did you drink today?		
21.	How many servings of caffeine drinks of (1 serving = 170 to 225 mL [6 to 8 oz. [8 to 12 oz.] soda)] coffee o	r tea; 225 to 340 mL
22.	Did you take any medication today?		
23.	Write down the names of the physical a yesterday, the approximate number of activity, and the intensity level of the a moderate, or easy for you).	minutes t	hat you spent on each
	Name of Physical Activity	Minutes	Intensity Level

Learning Activity 1.1: Wellness Inventory (continued)

- 24. How did your physical activity change today compared with yesterday? ☐ increased ☐ decreased ☐ no change
- 25. Yesterday I went to sleep at _____a.m./p.m. This morning I woke up at _____a.m./p.m.



There are no correct or incorrect answers for this learning activity. For that reason, you will not find an answer key for it. For some of the other learning activities in this course you will be asked to go to the Learning Activity Answer Key at the end of a given module to check your answers.

The purpose of this learning activity (along with all the other learning activities in this course) is to help you prepare for your assignments. You will **not** send any of your learning activities to the Distance Learning Unit for assessment.

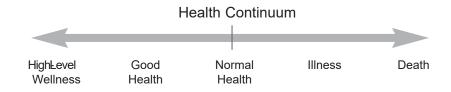
Health

Health means more than just not being sick.

Health is a state of complete physical, mental, and social well-being. It includes the mental, social, emotional, spiritual, and physical aspects that expand our potential to

live and work effectively. Achieving a high degree of health will make you feel most energetic, most satisfied, and most content with your life.

Your state of health is constantly changing. One day you may feel great and the next day you may feel tired or sick. One day you may feel great playing basketball and the next day you may have sore muscles because you played too hard. Because your health is continually changing, it is said to be on a continuum. The following diagram illustrates this health continuum.



Learning Activity 1.2: Self-Reflection

Take some time to reflect on your own health. How would you describe your present state of health? Have you ever felt better? Have you ever felt worse? Explain.

Remember, this is a learning activity, so you will not send it to the Distance Learning Unit.

Physical Fitness

Physical fitness is to the human body what fine-tuning is to an engine in a car. It allows us to perform our daily activities as well as possible. Physical fitness is a set of health- and skill-related attributes. (These will be explored in later lessons.) The degree to which we possess these attributes determines our level of fitness. Fitness can be described as a condition that helps us look, feel, and do our best.

Components of Physical Fitness		
Health-Related Fitness	Skill-Related Fitness	
 Cardiovascular endurance Muscular endurance Muscular strength Flexibility Body composition 	 Agility Balance Coordination Speed Power Reaction time 	

A person who is fit will be able to participate in life's physical activities with greater ease than someone who is not fit. Fitness involves the performance of the heart, lungs, and muscles of the body.

We develop, maintain, or improve our physical fitness through activities that challenge the various fitness components. Since what we do with our bodies also affects what we can do with our minds, fitness influences, to some degree, qualities such as mental alertness and emotional stability. As children, many of us were probably very active and thought little about improving or maintaining our fitness. Most people, however, become less active as they grow older. Developing a personal plan for regular physical activity can help maintain or improve physical fitness and avoid sedentary living.



Describe how you feel about your present state of physical fitness. In what types of physical activities do you take part? How would you describe the intensity of those activities?

Remember, this is a learning activity, so you will not send it to the Distance Learning Unit.

An Active Life

Physical activity is a basic human need.

- Physical activity includes all forms of muscle movements that result in energy expenditure. It can be categorized into occupational, household, leisure-time, and other activities.
- Active living is a term that encompasses all the above activities, recognizing the joys, values, and benefits of them all.

The human body is designed for movement and responds positively whenever it experiences physical activity. When movement is restricted either voluntarily (e.g., being unmotivated) or involuntarily (e.g., wearing a cast), the degenerative process begins: muscles weaken, the range of motion or flexibility decreases, and the systems of the body become less effective. Vigorous physical activity is, therefore, vital to the improvement and maintenance of efficient and healthy bodies.

When people engage in physical activity regularly, they are said to have an active lifestyle that contributes to health and wellness. Conversely, an inactive lifestyle has been linked to illness and premature death. Sedentary individuals are much more likely than their physically active counterparts to experience serious illness or early death, particularly in their middle and later years of life. The level of health risk posed by inactivity is similar to that of smoking.

When people participate in planned, structured, and repetitive physical activity for the purpose of improving or maintaining their physical fitness they are doing **exercise**.

12

Benefits of Physical Activity and Exercise

Being active is a lifestyle choice. *Canada's Physical Activity Guide for Youth* (Health Canada) suggests that you should accumulate at least 90 minutes of physical activity a day, and at least 30 minutes of this time should involve vigorous activities. You can add up your vigorous activities in 10-minute intervals, to get a daily total of 30 minutes. The other 60 minutes of activity per day can be done at the moderate intensity level. This would include activities such as gardening, walking the dog, swimming, and cycling.

How Physical Activity Affects Health

Performing regular physical activity on most days of the week reduces the risk of developing some of the leading causes of illness and death. According to the U.S. Department of Health and Human Services, physical activity

- reduces the risk of dying prematurely
- reduces the risk of developing heart disease, diabetes, colon cancer, and high blood pressure
- helps reduce blood pressure in people who already have high blood pressure
- helps control weight
- helps build and maintain healthy bones, muscles, and joints
- helps older adults become stronger and better able to move about without falling
- reduces feelings of depression and anxiety and promotes psychological well-being

Specific Health Benefits of Exercise

Regular physical activity contributes to the prevention and control of diseases, such as the following:

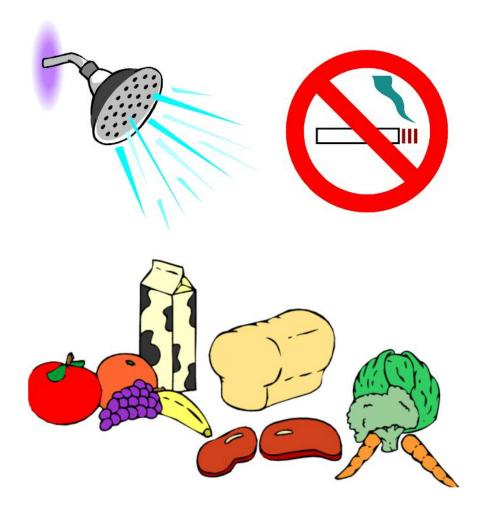
- Heart disease and stroke: Daily physical activity can help prevent heart disease and stroke by strengthening your heart muscle, lowering your blood pressure, raising your high-density lipoprotein (HDL) levels (good cholesterol) and lowering low-density lipoprotein (LDL) levels (bad cholesterol), improving blood flow, and increasing your heart's working capacity.
- High blood pressure: Regular physical activity can reduce blood pressure in those with high blood pressure.

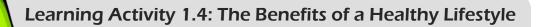
- Non-insulin-dependent diabetes: Physical activity can help prevent and control this type of diabetes by reducing body fat.
- Obesity: Physical activity helps reduce body fat by building or preserving muscle mass and improving the body's ability to use calories. When physical activity is combined with proper nutrition, it can help control weight and prevent obesity, a major risk factor for many diseases.
- **Back pain:** By increasing muscle strength and endurance and improving flexibility and posture, regular exercise helps prevent back pain.
- **Osteoporosis:** Regular weight-bearing exercise promotes bone formation and may prevent many forms of bone loss associated with aging.
- Psychological effects: Regular physical activity can improve your mood and the way you feel about yourself. Researchers also have found that exercise is likely to reduce depression and anxiety and help people manage stress better.

Daily Health Habits

Physical activity is one health habit that contributes to a healthy body and mind, helping to reduce illness and prevent disease. Other health habits (e.g., sleep, personal hygiene, proper nutrition, stress management) help reduce the risk of developing illnesses and diseases.







In the chart that follows, list a few benefits of each healthy lifestyle practice identified in the first column. What are you currently doing to promote this practice or habit? What could be a goal that would improve the habit? The first example has been done for you.

Learning Activity 1.4: The Benefits of a Healthy Lifestyle (continued)

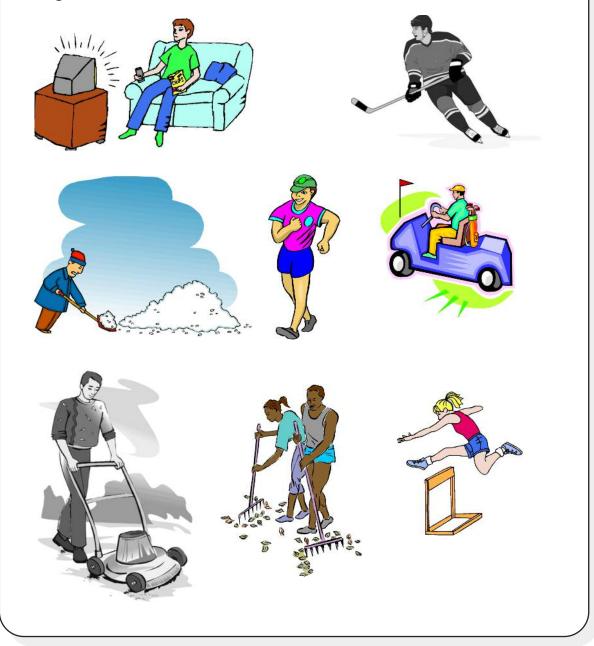
Healthy Lifestyle Practice	A Few Benefits	My Current State/Practice	My Goals
1. Physical Activity and Exercise	 stronger muscles less chance of getting sick look better 	 I am not active every day. I play ringette during the winter, but need to find something else to keep active during the summer. 	 To play an average of three rounds of golf every week during the summer.
2. Adequate Sleep			
3. Good Hygiene			
4. Stress Management			
5. Building Healthy Relationships			
6. Avoiding Drugs/Alcohol/ Smoking			

Remember, this is a learning activity, so you will not send it to the Distance Learning Unit.



Assignment 1.1: Activity Intensity Indicator

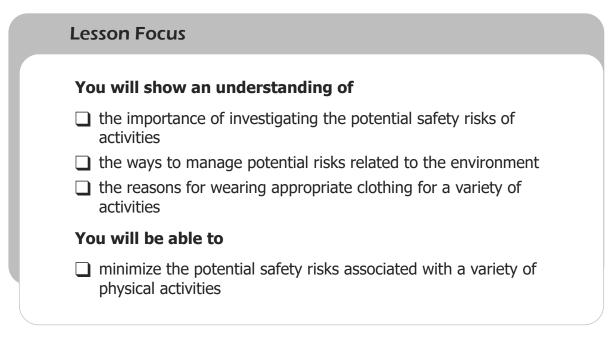
In Assignment 1.1 you will use an Activity Intensity Indicator, which lists whether an activity is vigorous, moderate, or light. You will find it in the Assignments section at the end of this module. Please complete the assignment now.



Summary

Having some general information on physical activity can take you a long way on the road to fitness and health. In Lesson 1 you learned the answer to the question, "Why do I need to exercise?" This course will help you gain confidence in your own ability and knowledge to start your own physical activity or fitness program. Before starting your program, you need to consider safety precautions when selecting physical activities and learn about preventing injuries while you are active. That's what the next lesson is about.

LESSON 2: PHYSICAL ACTIVITY SAFETY AND RISK MANAGEMENT



Introduction

In Lesson 1 you learned how physical activity may contribute to your health and wellness. In Lesson 2 you will learn why safety is important and why you need to be aware of the potential risks when you get involved in physical activity.

In general, most physical activities are safe, but each activity has elements of risk. For example, walking has fewer risks than skating. The level of risk is generally higher when you increase speed, change body position, use equipment, include projectiles, alter the surface you are on, or increase altitude, and if the activity involves more people. Skateboarding, downhill skiing, javelin throwing, swimming, and rock climbing are examples of activities that possess these features and are, therefore, considered relatively risky.

You can refer to *OUT-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education.* This document can be found in the learning management system (LMS).

Safety Considerations for Physical and Recreational Activities

1. Wear proper safety equipment.



Protective equipment is available for many sports. For example, helmets are available for cycling, and wrist and knee protectors are available for in-line skating. Can you think of other sports that require the use of safety equipment?



Learning Activity 1.5: Identify Protective Equipment for Sports/Activities

Make a list of 10 sports and activities. For each sport or activity, identify some of the personal protective equipment available. One example has been done for you.

Sport or Activity	Personal Protective Equipment
Cycling	Helmet
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Remember, this is a learning activity, so you will not send it to the Distance Learning Unit.

2. Dress appropriately.

The right clothing can help make the activity safer and more comfortable.

- Wear clothing suited for the intensity level of the activity.
- Use multiple thin layers of clothing, instead of one bulky layer, to trap body heat.
- Cover your head while exercising in the cold. Heat loss from the head may account for up to 30 percent of the total body heat loss.
- Stay dry. Wet, damp clothing, whether from perspiration or precipitation, significantly increases body heat loss. Make sure your feet are always dry.
- Protect yourself from sunburn with clothing, such as long-sleeved tops, full-length pants, a hat, and sunglasses.

3. Use safety equipment.

Bikes should have lights and reflectors. Backpacking equipment should fit your body size, and loads should not be too heavy. Skis and other equipment should be in good repair, be of the correct size, and have proper safety releases.

4. Get proper instruction.

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

5. Perform within the limits of your current skills.

Many injuries occur because people attempt to perform beyond the limits of their current skills. For example, beginning skiers should not attempt to ski advanced slopes until they acquire more skill. For all activities, start with activities that require simple skills and gradually learn and attempt more difficult activities as your abilities improve.

6. Plan ahead.

Anticipating the risks and dangers ahead of time and developing a plan of action should an accident occur are critical to the safety and enjoyment of any activity. Things to consider may include weather, transportation, communication, first aid, skills required, equipment needs, and familiarity with the facility or location.

Hypothermia and Hyperthermia

One of the most important reasons to stay warm and dry is to prevent hypothermia. **Hypothermia** takes place when the body temperature falls below 35 degrees Celsius (°C). The opposite condition, when the body temperature rises, is called hyperthermia. **Hyperthermia**, also known as heat stroke or sunstroke, is an acute condition resulting from excessive exposure to heat. Body temperatures above 40°C (104°F) are considered lifethreatening. Both conditions are serious medical emergencies.

Tips for Activities in Hot Weather

Here are some tips to consider when doing activities in extreme hot or cold temperatures.

• Stay hydrated.

Before exercise: Drink 225 mL of water 30 minutes prior to activities.

During exercise: Drink 85 to 170 mL of water every 15 minutes during activities.

After exercise: Drink 225 mL of water in the 30 minutes following activities.

- Back off on intensity. When training in the heat, you won't have to work as hard to elevate your heart rate. Take heat into consideration and closely monitor your heart rate during aerobic exercise. Slow your pace accordingly.
- Avoid training during the hottest times of the day. In the hotter months of the year, take advantage of the extra daylight. Exercise during the early morning and evening hours when the temperature is cooler.
- Take the workout indoors. Exercising in an air-conditioned house or apartment can provide you with total protection from the heat. An exercise bike, a treadmill, or a simple set of dumbbells can provide you with the tools you need to exercise at home. Thankfully, most gyms are fully air-conditioned.
- Adjust clothing. Wear lightweight, loose-fitting, and light-coloured clothing. Experts recommend cotton over synthetics. Don't skip the socks. Light cotton socks will protect the feet and help wick away sweat.
- Find a cool place. Find a shaded area wherever you happen to live. There are certain areas where joggers and walkers flock to because it's cooler. Seek out the coolest places to train.
- Work out in the water. Find a local pool and switch to swimming as your aerobic workout, or do water aerobics in the backyard pool. Aquatic dumbbells allow for strength-training in the water as well. Either way, you'll get a great workout.

- Keep your face and neck clear. If you have long hair, pull it back and up. Remove all jewellery that can generate friction. Also remove any makeup and allow your skin to breathe. These practices let the skin cool.
- **Give yourself a couple of weeks.** The human body is amazingly adept at adjusting to almost any condition. Back off on intensity levels as you allow the body 10 to 14 days to acclimatize to the hot weather.
- Don't exercise if the temperature is too high. Check with your local weather station and get the current humidex reading (a combination of temperature and humidity that is a reflection of how hot it feels). A temperature of 32°C or hotter would indicate the need for extreme caution when exercising, and this could be reached at temperatures as low as 27°C (with 100 percent relative humidity).

Tips for Activities in Cold Weather

- Layer clothing. Several thin layers are warmer than a single heavy garment. Layers can be added or removed, depending on the activity level, to ventilate the skin surface and to regulate body temperature. The goal is to keep your body warm, minimize sweating, and avoid shivering.
- **Cover your head.** Heat loss from the head may account for as much as 30 percent of the total body heat loss. Cover your entire face and neck if it is extremely cold.
- **Cover your mouth.** If breathing cold air causes angina (chest pain) or if you are prone to upper respiratory problems, cover your mouth with a scarf or a mask. This procedure warms the air before you inhale it.
- Stay dry. Water on your skin, whether from perspiration or precipitation, significantly increases body heat loss. Keep your feet dry. To avoid wet clothing next to your skin, use a fabric that will wick perspiration away from your skin. In cold weather, cotton is a poor choice for socks, gloves, or underwear because once it is wet, it loses its insulating properties. Polypropylene, wool, or other fabrics wick moisture away from the skin and retain insulating properties to keep your body warm when wet.
- **Stay hydrated.** Dehydration affects your body's ability to regulate body heat and increases the risk of frostbite. Fluids, especially water, are as important in cold weather as in the heat. Avoid consuming alcohol or caffeine.

Risk Management and Safety Considerations

Risk management is the process of identifying, evaluating, and controlling the factors that could contribute to personal injury resulting from participation in a physical activity. In other words, risk management is about making decisions regarding an activity that will make it safer. The risk-management process for an activity includes a number of important steps. You need to identify the risks before, during, and after the activity, and address safety considerations related to people, equipment, and facilities/environment.

People

- Do you have the permission of parents/guardians to do the activity?
- Is the activity age-appropriate?
- Should skill level be a consideration for the activity?
- Are you aware of the rules and responsibilities? Should you make any rules yourself?
- What arrangements have been made for transportation? Do your parents/guardians know?
- Do you have access to a phone, should an accident occur?
- Do you have access to important phone numbers?
- Other safety considerations: _____

Equipment

- What personal safety equipment and considerations will be needed for the activity?
- Do you have access to a first aid kit?
- Is the equipment you are using inspected and well maintained?
- Have modifications been made to the equipment that may increase the risk of injury?
- Other safety considerations: ______

Facilities/Environment

- Is the weather a factor for your activity?
- Have the natural hazards been identified for an outdoor activity?
- Did you inspect the activity area or is it done by a service provider?
- Have the hazards been identified for an indoor activity?
- Should you consider any modifications or restrictions to the activity area to make it safer?
- Other safety considerations: ______

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Learning Activity 1.6: Think Safety

This learning activity asks you to identify the risk factors and safety considerations for the selected activities listed in the first column of the chart that follows.

- Identify the equipment and clothing that would be appropriate for the specified activities and conditions.
- Indicate what considerations should be included in relation to **facilities**.
- Based on the first three columns, determine safety considerations (at least three) for the indicated activities.
- Specify adaptations (at least one) that could be made to include a person with a disability.
- Select an activity and the environmental conditions of your choice. Then complete the columns as you did for the given activities.

Some sample responses are provided in the Learning Activity Answer Key found at the end of Module 1. Remember that this is a learning activity, so you will not send it to the Distance Learning Unit.

		Think S	afety	
Selected Activity	Equipment and Clothing	Facilities (Potential Risks)	Safety Considerations	Examples of Adaptations for Persons with Disability
Example: Snowboarding at a resort	 helmet gloves or mitts board boots bindings warm clothing 	 snow conditions slopes or runs of varied difficulty 	 take lessons from a qualified instructor know "right-of- way" code take whistle 	 for snowboarder with visual impairment (blindness), use whistle buddy system with head-set communication
 Running a marathon on a hot, humid day 				
 Cross-country skiing on a sunny, mild day 				
Canoeing on a cold, windy, rainy day				
 Activity and conditions of your choice: 				

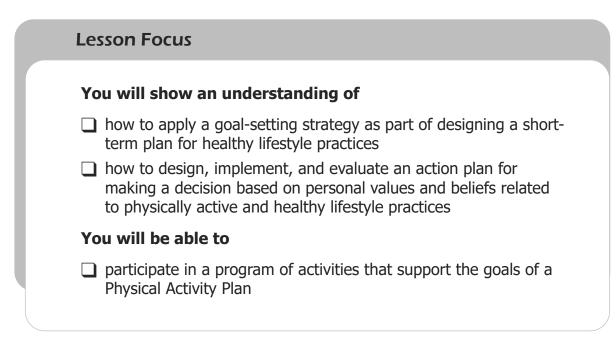
Learning Activity 1.6: Think Safety (continued)

Summary

This lesson emphasized that safety affects all aspects of physical activity. You learned how to identify potential risk factors and you became more aware that the choices you make are important in preventing or reducing potential injury. In the next lesson you will learn how to plan and set realistic goals for active healthy lifestyle practices.

Notes

LESSON 3: PLANNING FOR ACTIVITY AND HEALTHY LIVING



Introduction

Have you ever wondered why some people are so successful? Some have natural ability, and some are hardworking, but they all know exactly what they want (have a goal) and then carefully make a plan to achieve it. Goalsetting techniques are used by top-level athletes, successful business-people, and achievers of all ages and in all areas.

A goal is simply something that you want to achieve. The process of setting goals and targets allows you to choose where you want to go in life. By knowing precisely what your target is, you can plan for what you have to concentrate on to achieve it. You could have a short-term goal (days or weeks) or a long-term goal (months or years). Setting a goal is a powerful process in personal planning.

In this lesson you will learn how to plan and set specific and realistic goals that should help you be more successful.

Goal-Setting for Fitness Activities

Research shows that high school students who take a class that teaches the facts about fitness and physical activity, and how to use self-management skills to implement healthy lifestyles practices, are less likely to be sedentary later in life than students who don't take such a class.

The more specific you can make your goals and your plans for reaching those goals, the greater your chances for success will be. Once you have defined your goal, you will have to decide what steps you must take to reach it. Often the goal itself will suggest what you have to do. It may be difficult at times to keep working toward your goal. Reaching your goal will require self-discipline. If you feel you are making little progress or if you are tempted to ignore your plan, just keep trying.

Knowing why you want to become more active is the most important part of developing a personal plan for activity. If your goal is to have a healthy body and weight, you'll approach activity somewhat differently than if your goal is to excel at a specific sport. Once you know why you want to become more active, you can more easily determine what you need to do to reach that goal.

Here are a few more things to consider when you get started in planning and implementing your activity goals.

Commit Yourself

Get started on setting your activity goals now, keeping in mind the following considerations:

- Avoid doing too much, too soon. If you are a beginner, do not attempt to do too much, too soon. If you do not start out slowly, you may injure yourself. You may experience some muscle soreness if you have not previously been active. Don't get discouraged. The soreness will go away in a few days.
- Plan ahead. Plan a variety of activities for a given month. Plan some days for cardiovascular activities, which can consist of running, walking, in-line skating, swimming, or any other exercise that increases your heart rate. When choosing your aerobic activities, choose more than one exercise. Plan to do activities that use equipment. Plan to do some activities that are easy and some that are harder so that you really push yourself. Change your scenery by changing the trail every time you walk or run. Be creative. With more variety, each activity will keep you interested and motivated. You will soon feel fresher and stronger.

Establish a sensible reward system. Reward yourself when you achieve a goal. You might buy yourself a new piece of clothing. You might go to a movie. Whatever your reward is, try to make it something fun or something you enjoy. This will keep the excitement in your exercise regimen.

Deal with the Barriers

Think about what the barriers to activity are for you. Is your main barrier a lack of time, inconvenience, limited energy, or distractions? Identifying the barriers to activity is half the battle. All you have to do now is reduce or eliminate them!

- Stay motivated. Some common motivators are to have a long and healthy life, to be physically fit, to feel more energetic, to take up a sport, and to do something with others. Some people find that staying motivated is one of the hardest things about staying physically active. Varying what you do, finding convenient times to exercise, or choosing activities that are appropriate for your level of fitness will keep the activities enjoyable and fun. Regardless of what motivates you, make activity a part of your daily routine, and stay committed to your activity goals.
- **Fuel up to exercise.** Good food will give you energy to maintain your fitness routine. Here are some tips:
 - Never skip meals. Missing meals causes your blood sugar to crash, leading to fatigue that causes you to avoid your activity. Five small meals a day will give you constant energy.
 - Carbohydrates (sugars) are the body's fuel, so don't skimp on them. Simple carbohydrates (e.g., sugar) provide short-term energy. Complex carbohydrates (e.g., pasta, potatoes) provide steady fuel. Eat them at least one hour before exercise and within 30 minutes afterwards to help your body recover.
- Rest, but stay focused. Rest is an important component of your Physical Activity Plan. During rest, the body re-energizes itself and adapts to the new stresses it is encountering. If you find that you are getting fatigued, it may be a sign that you are doing too much activity. It is important not to give up your goals at this point. Get some rest/sleep or cut back on the amount of activity you are doing until you feel energized enough to resume your plan.

Build up your support. After a period of regular activity you will find it easier to make it part of your daily routine. To help you through the tough parts, you can get support from your friends and family. You have a greater chance of reaching your activity goals if you can enlist the support of at least one person who understands what you are doing. Schedule regular times when you will meet with this person for walks, runs, or bike rides. Or, how about joining a gym together? Studies show that working out together with others can keep you exercising!

Set Some SMART Goals

SMART goals are **S**pecific, **M**easurable, **A**ttainable, and **R**ealistic, and they have a Timeframe.

You should set smaller goals for yourself each week and larger goals each month or each school semester. Does the following SMART goals example work for you?

	SMART Goals					
	Description	Example				
Specific	Instead of setting a goal to be healthier, set a specific goal to eat more whole-grain foods, or to walk 8 km at an aerobically challenging pace.	I would like to run for the whole 12 minutes and complete 2.5 km.				
Measurable	Choose a goal with measurable progress, so you can see the change occur. How will you know when you reach your goal?	I will keep track of the number of minutes I run and the number of minutes I walk.				
Attainable	Select a goal that stretches you slightly—you feel you can do it and it will need a real commitment from you.	In the last 12-minute run I was able to run 5 minutes, walk 1 minute, run 5, and walk 1.				
Realistic	Have a realistic goal that may push your skills and knowledge but will not break you.	I have been working hard during warm-ups and during the continuous run.				
Timeframe	Put an end point on your goal, giving yourself a clear target to work toward.	I hope to attain this goal by the next fitness assessment.				

Everyone has a different lifestyle and everyone makes different choices based on what she or he would like to accomplish. This includes choices regarding physical activity. What are some factors that could influence the physical activities in which people participate? In your Physical Activity Plan, write down some of the factors that you think can affect people's participation in physical activities (e.g., health benefits, physical attributes, influence of family, availability of facilities, time management).

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Personal Activity Goal Setting

Now that you know more about goal setting, you can begin developing some activity goals of your own. Make sure you follow the SMART guidelines to help you as you identify and develop your personal goals in your Physical Activity Plan in the assignments that follow.

If you are a beginner, you should focus on short-term goals. When you meet your short-term goals, you are making progress toward an active healthy lifestyle. Set targets for increasing your activity level each week of your Physical Activity Plan.



Assignment 1.2: Physical Activity Plan (Your Plan)

The Physical Activity Plan (your Plan) is just that—a plan for your physical activity. Assignment 1.2 gives you a chance to start making your Plan. Follow the steps listed below. The assignment itself is found in the Assignments section at the end of this module.

Note: Remember to have your parent/guardian monitor and sign off your Plan.

Tips to Help You Get Started on Your Physical Activity Plan

Below are a few tips to help you get started on your Plan:

- Use the goals you set for yourself to help you plan your activities.
- Name the physical activities in which you plan to participate to accomplish your goals. Identify the safety and risk-management measures for each activity and attach this information to your Plan.
- Record in your Physical Activity Log what you did. You should choose activities that meet your own interests and abilities. At the end of your Log, keep a Wellness Journal, reflecting on and assessing your participation in physical activities.

What Do You Need to Consider in Choosing Activities?

The most active people have a special activity they enjoy. Some people love tennis, some love golf, and still others enjoy running. The enjoyment people get from the activities motivates them to participate regularly. Some people do not have a particular favourite but they enjoy a variety of activities, thereby expanding their choices. These people participate regularly in a variety of activities.

Before selecting your physical activities, consider

- your interests and likes
- your fitness and abilities
- activities you can realistically do
- activities you enjoy doing with others
- the health benefits of the activities the level of risk
- accessibility and cost

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Which Activity Is Right for You?

There are many different sports and activities to choose from. They are generally grouped into several categories: team sports, dual or partner sports, individual sports, and outdoor sports and/or alternative pursuits.

Assignment 1.2: Physical Activity Plan (Your Plan) (continued)

Team Sports

- Team sports involve other participants (teammates and opponents).
- Players may need special equipment or facilities.
- Team sports are very popular not only among participants but also among spectators.
- Most people have more opportunities to play team sports as children and youth than as adults. It is hard to find opportunities to continue playing as adults.
- Examples: volleyball, basketball, hockey, football

Dual or Partner Sports

- You can play these sports with one other person.
- Dual sports often require a smaller space than team sports.
- Dual sports can be practised individually.
- Examples: tennis, badminton, fencing, judo

Individual Sports

- You can play individual sports by yourself.
- Many of these sports are referred to as lifetime sports.
- Some sports require special equipment.
- Examples: golf, bowling, skiing, skating, running, cycling

Outdoor Sports or Alternative Pursuits

- Any physical activity done outdoors can be considered an outdoor sport or an alternative pursuit.
- These activities should be done with others for safety reasons.
- Examples: cross-country skiing, skating, trail running, mountain biking, rock climbing, snowboarding

The Physical Activity Plan allows you to reflect on the activities you do during this course, keep track of your progress, make notes on information that you have learned, assess the goals you set for yourself, and, finally, monitor your progress in this course through self-assessment and tutor/marker evaluations.

Summary

In this lesson you learned how to set goals by using the SMART guidelines. You also started planning how to stay active by completing your Physical Activity Plan.

LESSON 4: FIRST AID

Lesson Focus

You will show an understanding of

the importance of basic first aid and why certain procedures are followed

You will be able to

- □ manage an emergency scene and follow the four steps
- administer basic first aid

Introduction

In this lesson you will take a training program to become certified in basic first aid. This training will take about six hours.



You are responsible for paying any expenses related to the training program.



Assignment 1.3: First Aid Certification

For this assignment you will have to complete the St. John Ambulance Emergency Level, First Aid program. Alternatively, you can obtain your first aid certification through the local Heart and Stroke Association office or at the Red River College satellite sites.

To enroll in the St. John Ambulance Emergency Level, First Aid program, please contact

St. John Ambulance, Training Department 1 St. John Ambulance Way Winnipeg MB R3G 3H5 Telephone: 204-784-7000 Toll-Free: 1-800-471-7771 Fax: 204-786-2295



Upon successful completion of the training program, you will receive a certificate. Please send a photocopy of your certificate to the Distance Learning Unit. Students may submit proof of current, valid certification in first aid at any point during their registration in this course.

Summary

In this lesson you demonstrated your understanding of basic first aid. Should an accident occur, you would be able to manage an emergency scene where someone has stopped breathing and you would be aware of the precautions to take in handling body fluids. By participating in the first aid training, you learned how to make a quick response and how to get help while treating minor injuries.

Module 1 Summary

Congratulations! You have completed Module 1 of Grade 9 Physical Education/Health Education.



Submitting Your Assignments

It is now time for you to submit your Module 1 assignments 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: Activity Intensity Indicators
- Assignment 1.2: Physical Activity Plan*
- Assignment 1.3: First Aid Certification (photocopy of your first aid certificate)**
- * Note: Before you submit your completed assignments, make sure that you and your parent/guardian have signed all the applicable forms included in the assignment(s).
- ** Please continue with the course if the first aid certificate is not complete. Students may submit proof of current, valid certification in first aid at any point during their registration in this course.

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

Module 1 Review Questions

Use the following questions to help you assess what you learned in Module 1.

Lesson 1

- 1. What are the differences between wellness, health, and fitness?
- 2. What are the benefits of physical activity?
- 3. How do the benefits gained from active living differ from those gained from physical fitness development?
- 4. What are the health habits that influence a healthy active lifestyle?

Lesson 2

- 5. What resources are available to determine the potential risks associated with physical activities?
- 6. What steps can be taken to minimize the identified activity risks related to people, equipment, facilities, and environment?
- 7. Why is it important to wear appropriate clothing for a variety of physical activities?

Lesson 3

- 8. What are the guidelines for setting personal goals?
- 9. How can this process help in designing an action plan for activity and personal health?

Lesson 4

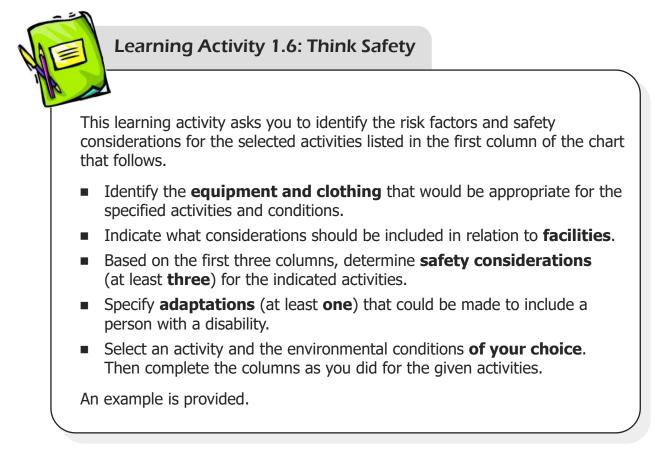
- 10. What are the steps in emergency-scene management?
- 11. What are the precautions recommended for handling body fluids?
- 12. What are some basic skills needed to administer first aid to an injured person?

MODULE 1

Learning Activity Answer Key

MODULE 1 LEARNING ACTIVITY ANSWER KEY

Lesson 2



Learning Activity 1.6: Think Safety (continued)

Think Safety						
Selected Activity	Equipment and Clothing	Facilities (Potential Risks)	Safety Considerations	Examples of Adaptations for Persons with Disability		
Example: Snowboarding at a resort	 helmet gloves or mitts board boots bindings warm clothing 	 snow conditions slopes or runs of varied difficulty 	 take lessons from a qualified instructor know "right- of-way" code take whistle 	 for snowboarder with visual impairment (blindness), use whistle buddy system with headset communication 		
 Running a marathon on a hot, humid day 	 sunglasses light-coloured clothing lightweight material moist bandana hat 	 extreme weather dehydration blisters sunburn 	 <i>drink plenty</i> of water <i>train for the</i> <i>run</i> <i>wear a hat</i> <i>wear</i> <i>sunscreen</i> 	 for someone who is paraplegic, modify wheelchair to reduce weight 		
 Cross-country skiing on a sunny, mild day 	 sunglasses gloves or mitts skis boots bindings warm and layered clothing 	 hypothermia getting lost dehydration falls 	 bring dry clothing drink water bring a first aid kit know the route or bring a map 	 for someone with Down syndrome, provide safety helmet wrist guards 		
 Canoeing on a cold, windy, rainy day 	 skin suit gloves or mitts personal flotation device (PFD) Department of Transport (DOT) safety equipment warm and layered clothing 	 hypothermia blisters capsizing exhaustion getting lost 	 leave a float plan stay close to shore bring a radio and/or phone take waterproof matches bring first aid kit learn canoeing skills 	 for someone with a visual impairment, use buddy system constant communication regarding strokes needed 		
 Activity and conditions of your choice: 						

MODULE 1

Assignments



Assignment 1.1: Activity Intensity Indicator

1.5 hours (22 marks)

Introduction

An Activity Intensity Indicator helps you to rate activities as being vigorous, moderate, or light. In this assignment, you will use the Activity Intensity Indicator to record how intense activities were for you to perform.

Perform the activity challenges listed in the following chart and use the intensity indicator scale to rate how difficult it was for you to perform each task. Then answer the questions on the following pages.

Activity Intensity Indicator

Check the box that best describes how difficult you found doing the activity. (7 marks)

	Activity	Intensity					
		Minimal	Light	Moderate	Vigorous	Maximum	
1. W	Valk for 10 minutes.						
2. D	o push-ups for 1 minute.						
	print at full speed for 00 metres.						
	og without stopping for 0 minutes.						
	o curl-ups or bent-knee sit- ps for 1 minute.						
ba fr	lay a running game (such as asketball or soccer) with a riend for 15 minutes. ctivity:						
20	o housework or yardwork for 0 minutes. ctivity:						

Assignment 1.1: Activity Intensity Indicator (continued)

Reflection (15 marks)

Reflect on and answer the following questions.

1. In the chart below, identify the level of intensity for at least five physical activities you like to do. Refer to the examples for help. (5 marks)

ry Light Benefits of Active Living	 	Vigorous	
• bowling n	• baseball	• soccer • 1	00-metre sprint

A	ssignment 1.1: Activity Intensity Indicator (continued)
2.	Which activities, if performed almost daily, could improve your health an fitness the most? Why? (4 marks)
3.	Identify activities that you currently do or would be able to do to improv your health and fitness, and indicate why they would help. (4 marks)
4.	How can you maintain or improve your position on the continuum? (2 marks)



Assignment 1.2: Physical Activity Plan–Getting Started

2.5 hours, plus time you will spend being physically active (55 marks)

Introduction

You will complete a Physical Activity Plan for Module 1 and track your progress using the Physical Activity Logs in Modules 3, 5, and 7.

This is an ongoing assignment, consisting of four parts:

- In **Part 1** you will identify activity and general health goals based on your abilities and interests.
- In **Part 2** you will develop a Physical Activity Calendar for three fourweek periods while you are enrolled in this course.
- In **Part 3** you will assess the risk of physical activities to ensure that you follow proper safety practices.
- In **Part 4** you will have a telephone conversation with your tutor/marker. This will give you the chance to discuss your Plan.

Part 1: Goal Setting (10 marks—.5 marks for each goal statement)

Using the charts that follow, identify two **activity goals** and two **general health goals** that you will pursue during this course, based on your abilities and interests. Some sample SMART goals are provided on the following page.

Note: Your goals may change or increase in number during the course.

Marks are based on the completeness of your responses and on how well they match each of the SMART components.

Sample SMART Goals

			Sample Goal
	S	Specific State your goal clearly and with focus.	I will learn to swim by next summer.
oals	М	Measurable How will you determine your progress?	<i>I will enroll in swimming lessons at the local pool and I will work through the levels.</i>
Activity Goals	Α	Attainable How do you know that your goal is reachable?	I can already swim a little but not well.
A	R	Realistic Why is this goal within your capacity?	<i>I have given myself enough time to complete the swimming lessons.</i>
	т	Timeframe Why do you think this is enough time?	<i>I enjoy swimming, so I will stick with it. Even if I miss a few lessons, I have enough time to catch up on what I missed.</i>

			Sample Goal
	S	Specific State your goal clearly and with focus.	I will lose 5 kg in the next two months.
ral Health Goals	м	Measurable How will you determine your progress?	I will keep a chart of my progress.
	A	Attainable How do you know that your goal is reachable?	<i>My family and friends have agreed to support me in reaching my goal.</i>
General	R	Realistic Why is this goal within your capacity?	<i>I can lose 1 kg per week, which is a realistic weight loss for a healthy person.</i>
	т	Timeframe Why do you think this is enough time?	<i>I left myself a little extra time in case I falter with my plan.</i>

(continued)

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My SMART Goals (continued)

			Goal 1	Goal 2
		Specific		
	S	State your goal clearly and with focus.		
		Measurable		
oals	M	How will you determine your progress?		
Ŭ		Attainable		
Activity Goals	A	How do you know that your goal is reachable?		
Ă		Realistic		
	R	Why is this goal within your capacity?		
		Timeframe		
	т	Why do you think this is enough time?		

			Goal 1	Goal 2
		Specific		
	S	State your goal clearly and with focus.		
<u>s</u>		Measurable		
Health Goals	Μ	How will you determine your progress?		
alt		Attainable		
	Α	How do you know that your goal is reachable?		
General		Realistic		
Ğ	R	Why is this goal within your capacity?		
		Timeframe		
	Т	Why do you think this is enough time?		

Assignment 1.2: Physical Activity Plan—Getting Started (continued)

Part 2: Physical Activity Calendars (25 marks)

Your Physical Activity Plan is exactly what the title says it is—a description of how you plan to be physically active. To make the best use of your time, you should be physically active at least three times per week. That's an excellent start! Then, increase this amount so that you are active every day.

For this part of the assignment, you will do the following:

- 1. Select the physical activities in which you will participate during three four-week periods that you will be enrolled in this course, and contact your tutor/marker for approval of your selected activities.
- 2. Use the Physical Activity Calendars provided on the following pages to record the activities (from point 1 above) in which you participate during three four-week periods.
 - As part of your second four-week calendar, be sure to include resistance training exercises/activities. For more information, refer to Module 5.
 - Increase the number and types of physical activities so that you are moving toward the course goal, and *Canada's Physical Activity Guide for Youth* (Health Canada) recommendations, of a minimum of 90 minutes of physical activity each day, with 30 minutes of the 90 being spent at a vigorous level of intensity.
- 3. Sign your name and write the date on each completed Physical Activity Calendar.
- 4. Have your parent/guardian sign his or her name and write the date on each calendar you complete.



Some activity choices for your Physical Activity Plan may include the aerobic/fitness workout routine shown on the video *Grade 9 Physical Education/Health Education Independent Study*.

Physical Activity Calendar For Four-Week Period

From ______ To_____

Write down the month(s) and dates.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

How much time (in total) do you plan on being physically active?_____

Student signature	Date	
Parent/guardian signature_	Date	

Physical Activity Calendar For Four-Week Period

From ______ To_____

Write down the month(s) and dates.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

How much time (in total) do you plan on being physically active?_____

Student signature	Date
Parent/guardian signature	Date

Physical Activity Calendar For Four-Week Period

From _____ To____

Write down the month(s) and dates.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

How much time (in total) do you plan on being physically active?_____ Student signature _____ Date _____ Parent/guardian signature_____ Date _____

Assignment 1.2: Physical Activity Plan—Getting Started (continued)

Part 3: Safety and Risk-Management Measures (10 marks)

When selecting activities for your Physical Activity Plan, keep the following factors in mind:

- level of risk of the activity
- safety equipment required
- clothing an/or footwear required
- facilities and environment
- rules that need to be understood and followed
- level of instruction required
- level of supervision required
- your own physical ability
- any medical conditions you might have

Before participation in **any form** of physical activity, you should assess the risk of the activity and ensure that you follow the proper safety practices. In this part of the assignment, you will have the chance to show you have done that.



You will need to find the safety information related to the physical activities you identified in Part 2, using the following document: *OUT-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education* (Manitoba Education, Citizenship and Youth), available at www.edu.gov.mb.ca/k12/cur/physhlth/out_of_class/checklists/ index.html.

Risk Assessment and Safety Practices for Selected Activities Form

On the following pages you will find a form entitled Risk Assessment and Safety Practices for Selected Activities. A small version follows.

Policies Related to Physical Activity

If you are attending school, make sure you are aware of any policies that your school might have regarding physical activity. Check with your school's Independent Study Option Facilitator to find out about any existing policies.

(continued)

Assignment 1.2: Physical Activity Plan—Getting Started (continued)

Risk Assessment and Safety Practices for Selected Activities								
Activity	Risk Level (1 to 4)	Safety Equipment	Clothing/ Footwear	Facilities			Type of Supervision	Miscellaneous
1.								
2.								
3.								
4.								

The form that follows consists of a table with headings. In the first column of the table, list each of the activities you will take part in. In the next column (Risk Level), write down a number from 1 to 4, indicating the risk level of that activity. To determine the risk level, use the Activity Inventory found in Appendix A at the end of this course. If you have Internet access, you can find an Excel version of this Inventory in the learning management system (LMS).

In the other columns of the table, write one of the safety practices under the appropriate heading. You will find some of this information online [see *OUT-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education* available at <u>www.edu.gov.mb.ca/k12/cur/</u><u>physhlth/out of class/checklists/index.html</u>. If you do not have Internet access, contact the Distance Learning Unit at 1-800-465-9915 and ask to have a copy of the document sent to you.

You may leave some boxes of the table blank if there is nothing appropriate to writer there. One example is provided on the following page to help you get started. If you need more room than the form allows for, use a separate sheet of paper. After completing the Risk Assessment and Safety Practices for Selected Activities form, you can verify your responses with the corresponding Safety Checklist that can be found in the *OUT-of-Class Safety Handbook*.

Please note that you and your parent/guardian will need to sign the form. These signatures will indicate that you and your parent/guardian have read the pages and understand the risks and safety practices for each activity that you will be taking part in.

(continued)

	Miscellaneous	 participants remain well- hydrated, with water bottles available and used regularly throughout session 	
es	Type of Supervision	 instructor is present and vigilant at all times adequate staff are present for participants' capabilities 	
ted Activitie	Type of Instruction	instructors are certified— National Coaching Coaching Condian (NCCP)/ Canadian (NCCP)/ Canadian Cycling Association appropriate warm-up and cool- down includes appropriate warm-up and cool- down includes appropriate for progression development and capabilities training occurs in accordance with best practices	
es for Select	Safety Rules	 safety rules and Highway Traffic Act regulations are taught and enforced 	
Risk Assessment and Safety Practices for Selected Activities	Facilities	first aid kit and phone are available emergency action plan is in place route map is available, with hazards clearly marked and understood before the ride road is free of hazards or hazards are of appropriate length and challenge for riders' abilities	
	Clothing/ Footwear	 shoes are appropriate appropriate appropriate jewellery is removed when safety is a concern clothing is appropriate (proper fit and visibility) for conditions 	
	Safety Equipment	 bikes, brakes, and air pressure are inspected helmets are correctly fitted and meet Canadian safety standards bikes are correct size for participants 	
œ	Risk Level (1 to 4)	m	
	Activity	Example: Cycling	

	Miscellaneous		(continued)
S	Type of Supervision		_
ted Activitie	Type of Instruction		
es for Selec	Safety Rules		
Risk Assessment and Safety Practices for Selected Activities	Facilities		
	Clothing/ Footwear		
isk Assessm	Safety Equipment		-
Ri	Risk Level (1 to 4)		
	Activity	.1. .2.	

	Risk Level	Risk Assessment and Safety Practices for Selected Activities	ent and Saf	fety Practic	es for Select	ted Activiti		
Activity	Kisk Level (1 to 4)	Safety Equipment	Clothing/ Footwear	Facilities	Safety Rules	I ype or Instruction	I ype of Supervision	Miscellaneous
κ								
,4								
If you plan on ta Make sure that y	aking part in an your parent/gua	If you plan on taking part in any activities with a risk level of "3" or "4," contact your tutor/marker before taking part in these activities. Make sure that your parent/guardian signs this form before you send it to the Distance Learning Unit.	a risk level of ". form before yo	3" or "4," contac u send it to the	t your tutor/ma Distance Learnir	rker before taki 19 Unit.	Ing part in these	e activities.
I am aware th I am also awa	lat my child will the that the activ	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 the activities labelled with a risk level of "3" or "4" will require qualified instruction and adult supervision.	n these activitie th a risk level o	s and I will ensu f "3" or "4" will	ure that he or sh require qualified	ne follows all sa	lfety guidelines. 1 adult supervis	ion.
	an signature		Stude	Student signature		Date	te	
								(continued)

Assignment 1.2: Physical Activity Plan—Getting Started (continued)

Part 4: Telephone Conversation with Your Tutor/Marker (10 marks)

To receive full marks for your 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 Risk Assessment and Safety Practices for Selected Activities. This will help ensure that your Plan is as effective and safe as possible.

First, contact your tutor/marker to make an appointment for this conversation. You may require up to 20 minutes on the phone, so you need to ensure that both of you are available for this time. The name and phone number of your tutor/marker was provided to you on a record of progress sheet—on white paper that was not enclosed in the course package. If you can't find it, contact the Distance Learning Unit at 1-800-4765-9915.

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 about anything else in the course.



Assignment 1.3: First Aid Certification

6 hours

For this assignment you will have to enroll in and complete the St. John Ambulance Emergency Level, First Aid program. Alternatively, you can complete your first aid certification through the local Heart and Stroke Association office or at the Red River College satellite sites. You are responsible for paying any training-related expenses.

To enroll in the St. John Ambulance Emergency Level, First Aid program, please contact

St. John Ambulance, Training Department 1 St. John Ambulance Way Winnipeg MB R3G 3H5 Telephone: 204-784-7000 Toll-Free: 1-800-471-7771 Fax: 204-786-2295

Upon successful completion of the training program, you will receive a certificate. Please send a photocopy of your certificate to the Distance Learning Unit. Students may submit proof of current, valid certification in first aid at any point during their registration in this course.

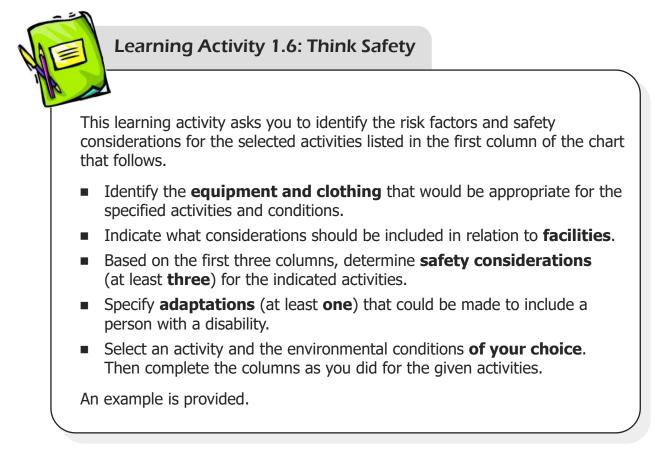


MODULE 1

Learning Activity Answer Key

MODULE 1 LEARNING ACTIVITY ANSWER KEY

Lesson 2



(continued)

Learning Activity 1.6: Think Safety (continued)

Think Safety						
Selected Activity	Equipment and Clothing	Facilities (Potential Risks)	Safety Considerations	Examples of Adaptations for Persons with Disability		
Example: Snowboarding at a resort	 helmet gloves or mitts board boots bindings warm clothing 	 snow conditions slopes or runs of varied difficulty 	 take lessons from a qualified instructor know "right- of-way" code take whistle 	 for snowboarder with visual impairment (blindness), use whistle buddy system with headset communication 		
 Running a marathon on a hot, humid day 	 sunglasses light-coloured clothing lightweight material moist bandana hat 	 extreme weather dehydration blisters sunburn 	 <i>drink plenty</i> of water <i>train for the</i> <i>run</i> <i>wear a hat</i> <i>wear</i> <i>sunscreen</i> 	 for someone who is paraplegic, modify wheelchair to reduce weight 		
 Cross-country skiing on a sunny, mild day 	 sunglasses gloves or mitts skis boots bindings warm and layered clothing 	 hypothermia getting lost dehydration falls 	 bring dry clothing drink water bring a first aid kit know the route or bring a map 	 for someone with Down syndrome, provide safety helmet wrist guards 		
 Canoeing on a cold, windy, rainy day 	 skin suit gloves or mitts personal flotation device (PFD) Department of Transport (DOT) safety equipment warm and layered clothing 	 hypothermia blisters capsizing exhaustion getting lost 	 leave a float plan stay close to shore bring a radio and/or phone take waterproof matches bring first aid kit learn canoeing skills 	 for someone with a visual impairment, use buddy system constant communication regarding strokes needed 		
 Activity and conditions of your choice: 						

Module 1 Summary

Congratulations! You have completed Module 1 of Grade 9 Physical Education/Health Education.



Submitting Your Assignments

It is now time for you to submit your Module 1 assignments 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: Activity Intensity Indicators
- Assignment 1.2: Physical Activity Plan*
- Assignment 1.3: First Aid Certification (photocopy of your first aid certificate)**
- * Note: Before you submit your completed assignments, make sure that you and your parent/guardian have signed all the applicable forms included in the assignment(s).
- ** Please continue with the course if the first aid certificate is not complete. Students may submit proof of current, valid certification in first aid at any point during their registration in this course.

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

Module 1 Review Questions

Use the following questions to help you assess what you learned in Module 1.

Lesson 1

- 1. What are the differences between wellness, health, and fitness?
- 2. What are the benefits of physical activity?
- 3. How do the benefits gained from active living differ from those gained from physical fitness development?
- 4. What are the health habits that influence a healthy active lifestyle?

Lesson 2

- 5. What resources are available to determine the potential risks associated with physical activities?
- 6. What steps can be taken to minimize the identified activity risks related to people, equipment, facilities, and environment?
- 7. Why is it important to wear appropriate clothing for a variety of physical activities?

Lesson 3

- 8. What are the guidelines for setting personal goals?
- 9. How can this process help in designing an action plan for activity and personal health?

Lesson 4

- 10. What are the steps in emergency-scene management?
- 11. What are the precautions recommended for handling body fluids?
- 12. What are some basic skills needed to administer first aid to an injured person?

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 Manitoba Education, Citizenship and Youth Cataloguing in Publication Data

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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>.

$C \circ n t \in n t s$

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Bibliography

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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).

9

Νοτε

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 INclass 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 stepby-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, 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.

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

Risk Factor Rating Scale

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 <u>non-school-based physical activities</u>³ he/she has chosen for the OUTof-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 <u>non-school-based physical activities</u> 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 <u>non-school-based physical activities</u> 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 <u>non-school-based physical activities</u> 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.

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 <u>non-school-based physical activities</u>³ he/she has chosen for the OUTof-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 <u>non-school-based physical activities</u>

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 <u>non-school-based physical activities</u> 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 <u>non-school-based physical activities</u> 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)

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 1	8 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 <u>non-school-based physical activities</u>²I 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 <u>non-school-based physical activities</u> 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 <u>non-school-based physical activities</u> 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.

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:

the OUT-of-class component of this course.

Student's Legal Last Name

First Name

Student Signature (if student is 18 years and older)

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

• 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.

Middle Initial

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 <u>non-school-based physical activities</u>²I 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 <u>non-school-based physical activities</u> 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 <u>non-school-based physical activities</u> 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 <u>non-school-based physical activities</u> 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:

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
СО	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					
	\checkmark	Indicates that the activity contributes to the specific health-related fitness component.			

Continued

C.3

		Phys	sical Activity	Inventory	/		
	Health-Related Fitness Components						
Interest	All Activities	Type of Activity	Cardio- respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	Risk
	Aerobics—Dance	FIT	✓		✓	✓	2
	Aerobics—Step	FIT	✓		✓	√	2
	Aerobics— Water/Aqua	FIT	~		~	✓	4
	Aikido	CO	~	√	✓	√	4
	Archery	TG		✓			4
	Athletics—Jumps	FIT		\checkmark		✓	3
	Athletics—Long- Distance Running	FIT	~		~	\checkmark	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		\checkmark	✓	✓	2
	Basketball	IT	~	\checkmark	✓	√	2
	Biathlon	AP	\checkmark	~	✓		4
	Bocce	TG				✓	1
	Bowling—5-Pin, 10-Pin	TG			~	~	1
	Boxing	CO	✓	\checkmark	✓		4
	Broomball	IT	\checkmark		\checkmark	\checkmark	3
	Calisthenics	FIT		\checkmark	✓	\checkmark	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

	Ph	ysical A	ctivity Inve	ntory <i>(Con</i>	tinued)		
					ness Compone	ents	
Interest	All Activities	Type of Activity	Cardio- respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	Risk
	Circuit Training	FIT	√	\checkmark	✓	✓	2
	Climbing—Wall, Rock, Bouldering, Ice Tower	AP		✓	~	✓	4
	Cricket	SF		\checkmark	✓	\checkmark	2
	Croquet (For safety, see Low-Organized Games)	TG			~		1
	Cross-Country Running	FIT	~		~	✓	2
	Curling	TG			✓	\checkmark	2
	Cycling—Indoor/ Stationary	FIT	~	√	✓		1
	Cycling— Recreational	AL	~	\checkmark	~		2
	Cycling—Sport (BMX, Cyclocross, Mountain Bike, Road Racing, Track Racing)	AP	¥	✓	~		3
	Cycling—Trips	AP	✓	\checkmark	✓		3
	Dance—Ballet	RG	✓	\checkmark	~	✓	2
	Dancing—Ballroom	RG	✓		✓		2
	Dancing—Folk	RG	~		✓		2
	Dancing—Hip Hop	RG	\checkmark		✓		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

	Physical Activity Inventory (Continued)							
	Health-Related Fitness Components							
Interest	All Activities	Type of Activity	Cardio- respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	Risk	
	Fencing	CO	✓		✓	✓	4	
	Field Hockey	IT	\checkmark	\checkmark	✓	√	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	\checkmark	\checkmark	\checkmark	√	2	
-	Football—Tackle	IT		\checkmark	✓	✓	4	
	Frisbee (For safety, see Low-Organized Games)	AL			~		1	
	Geocaching	AP	✓	✓	✓		4	
	Goal Ball	IT			\checkmark	✓	4	
	Golf	TG		\checkmark	✓	✓	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	\checkmark	\checkmark	✓	✓	4	
	Hockey—Roller/Inline	IT	√	✓	✓	✓	4	
	Hockey-Type Games—Ball, Floor, Road, Floorball, Gym Ringette, Shinny	IT	✓	√	~	~	3	
	Horseback Riding— Western, English Saddle	AP		\checkmark	~		4	

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

Physical Activity Inventory (Continued)									
-	Health-Related Fitness Components								
Interest	All Activities	Type of Activity	Cardio- respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	Risk		
	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	\checkmark	\checkmark	✓	✓	4		
	Sailing/Yachting	AP		\checkmark	✓		4		
	Scuba Diving	AP			✓		4		
	Sepak Takraw	NW	✓	✓	~	✓	2		
	Skateboarding	AL	✓		✓		2		
	Skating—Figure	RG	✓		✓	✓	2		
	Skating—Ice	AL	✓	\checkmark	✓		2		
	Skating— Inline/Roller (Indoor, Outdoor)	AL	~	✓	~		2		
	Skiing—Alpine	AP	✓	\checkmark	✓		4		
	Skiing—Cross- Country	AP	~		~		2		
	Skiing—Water	AP		\checkmark	~		4		
	Snorkelling	AP			~		4		
	Snowboarding	AP	~	√	~		3		
	Snowshoeing	AP	✓		~		2		
	Soccer	IT	✓	\checkmark	~	✓	2		
	Softball—Slo-Pitch, Modified, Fast Pitch	SF		~	~	~	2		
	Speed Skating	AP	✓	\checkmark	✓	~	3		
	Spinning (For safety, see Cycling—Indoor/ Stationary)	FIT	~	~	~		1		
	Squash	NW	✓	\checkmark	~	~	2		

Physical Activity Inventory (Continued)									
			Health-Related Fitness Components						
Interest		Type of Activity	Cardio- respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	Risk		
	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	\checkmark	\checkmark	✓	✓	4		
	Table Tennis	NW	✓		✓		2		
	Тае Во	FIT	✓	\checkmark	✓	 ✓ 	2		
	Tae Kwon Do	СО	~	\checkmark	✓	 ✓ 	4		
	Tai Chi	FIT			✓	 ✓ 	1		
	Tchoukball	IT	✓	\checkmark	✓	 ✓ 	2		
	Team Handball	IT	✓	\checkmark	 ✓ 	 ✓ 	2		
	Tennis	NW	✓	\checkmark	 ✓ 	 ✓ 	2		
	Tobogganing, Sledding, Tubing	AP	\checkmark		~		3		
	Triathlon	FIT	✓	\checkmark	~	✓	4		
	Tumbling (For safety, see Gymnastics)	RG		~	~	~	4		
	Ultimate	IT	✓	✓	✓	✓	2		
	Volleyball	NW		✓	✓	✓	2		
	Walking	AL	\checkmark		✓		1		
	Water Polo	IT	✓		✓		4		
	Weightlifting	FIT		\checkmark	✓	 ✓ 	3		
	Weight (Strength/ Resistance) Training	FIT	~	✓	~	✓	3		
	Windsurfing/ Sailboarding	AP		\checkmark	~		4		
	Wrestling— Freestyle, Greco- Roman	СО	~	✓	~	~	4		
	Yoga	FIT		\checkmark	✓	✓	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-ofclass 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.

Νοτε

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	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 to54	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.			

Wind Chill Hazards and Risk of Frostbite

* 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 repellant. 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.
- U 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.

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.

Νοτε

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.

(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)

E.5

(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

AEROBICS (DANCE, STEP)

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

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

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

A E R O B I C S — W A T E R / A Q U A

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

Risk Factor Rating

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

A E R O B I C S — W A T E R / A Q U A

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

AIKIDO

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

Risk Factor Rating

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

Αικιρο

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

ARCHERY

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

Risk Factor Rating

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

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

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**

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

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

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

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

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	Equipment
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 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

ATHLETICS - MIDDLE - DISTANCE RUNNING

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

Risk Factor Rating

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

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	Equipment
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 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

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

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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

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

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 exactly and physical condition.

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

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

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

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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.

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 gualified 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 repellant if going into bear country), and plants (e.g., poison ivy)

Jewelry is removed/secured when safety is a concern

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

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

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

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

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

conditions

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

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

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 Canadatrained/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

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

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

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

BIATHLON

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

Risk Factor Rating

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

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, **onsite 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	Clothing/Footwear
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	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

Воссе

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

Risk Factor Rating

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

Воссе

Facility/Environment

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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	Clothing/Footwear
Equipment to be used is suitable and in good condition	Appropriate and properly fitted footwear is worn
Equipment should be checked before every session	Laces are tied and open-toed shoes are avoided
Instructions are given regarding the proper maintenance of bocce equipment	Jewelry is removed or secured when safety is a concern
First aid kit and phone are available	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

BOWLING (5 AND 10 PIN)

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

Risk Factor Rating

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 5pin 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

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

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 skil

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

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

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

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

$C\,{\tt a\,l\,i\,s\,t\,h\,e\,n\,i\,c\,s}$

Calisthenics is a system of simple exercises performed without weights or other equipment and is intended to promote general fitness. **Risk Factor Rating**

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

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

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

marked

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

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

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

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.)

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

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

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

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

 $\label{eq:permission} \end{tabular} \end{t$

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.)

C A M P I N G — S U M M E R

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

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

5

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)

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

 $\label{eq:permission} \end{tabular} \end{t$

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.)

CAMPING — WINTER

Clothing/Footwear

Appropriate boots for surface and conditions must be worn Appropriate clothing is worn is 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

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**

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.

CANOEING / KAYAKING / ROWING

Equipment

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 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	Clothing/Footwear
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	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

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**

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.

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

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

CHEERLEADING (ACROBATIC, SPIRIT, OR DANCE)

Risk Factor Rating

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.

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

CHEERLEADING (ACROBATIC, SPIRIT, OR DANCE)

Supervision	Facility
Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.	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
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	Proper lighting and ventilation, when applicable, are provided Emergency exit of indoor facility is clearly marked
Equipment	Clothing/Footwear
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	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

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

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

$C \sqcup I M B I N G$

(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 abseilling.

Risk Factor Rating

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.

CLIMBING (Wall, Rock, Bouldering, or Ice Tower)

Supervision	Facility/Environment
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 until belayers or spotters (bouldering) are competent as well as for lowerings; otherwise on-site supervision is provided Instructor controls the climb Safety rules and procedures are enforced Emergency action plan is in place to deal with accidents/injuries	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
Equipment	Clothing/Footwear
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	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

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

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

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 nonparticipating players and in a place safe from the batter

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

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

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

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 crosscountry 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

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

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

C U R L I N G

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

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

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

marked

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

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

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

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

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 noncompetitive cycling for pleasure or as a mode of transportation.

Risk Factor Rating

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.

CYCLING — RECREATIONAL

Supervision	Facility/Course/Environment
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	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	Clothing/Footwear
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	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

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



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.

CYCLING — SPORT (BMX, Cyclocross, Mountain Bike, Road, Track)

Supervision	Facility/Course/Environment
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-	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
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	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	Clothing/Footwear
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	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

C y c l i n g — T r i p s

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

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.

CYCLING — TRIPS

Fauinment

Supervision

Supervision	Equipment
 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 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	Clothing/Footwear
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	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

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

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

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 mark				
Equipment	Clothing/Footwear			
Equipment to be used is suitable and in good	Appropriate footwear is worn			

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

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/quardian (student under 18 years of age) and to the teacher

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**

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

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

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 an 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

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 outof-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

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

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

FENCING (Foil, Épée, and Sabre)

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			
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

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

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 (see the student's the backback and the backback and the physical condition (see the student's choice of the student as part of the OUT-of-class component of the physical education (see the student as the backback and the backback and the student as the second to the student as the second to the student as the second to the second to the student as the second to t

education/health education course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

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.

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

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

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

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

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

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

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

FOOTBALL—TACKLE

Risk Factor Rating

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.

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

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

$G \verb"eocaching"$

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

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.

G = O C A C H I N G

Facility

Equipment

GPS device is checked regularly

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.

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

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



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

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

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

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	Clothing/Footwear
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	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

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

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

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	Equipment
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 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

G Y M N A S T I C S — R H Y T H M I C

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

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

G Y M N A S T I C S — R H Y T H M I C

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

Equipment

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 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

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

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

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

H I K I N G

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.

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Supervision

Note: The level of supervision is provided as is apprepriate, depending on various factors such as		
Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.		
 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	Facility/Environment	
 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 repellant if going into bear country) and plants (e.g., poison ivy) Jewelry is removed/secured when safety is a concern 	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

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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

Носкеу — Ісе

Risk Factor Rating

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.

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

General Learning Outcome

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

Носкеу — Ісе

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

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**

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

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	Clothing/Footwear
Equipment to be used is suitable and in good condition	CSA-approved and properly fitted helmet with face mask must be worn
Sticks are regularly checked for cracks,	Mouth guards must be worn
splinters, and breaks	Properly fitted equipment is worn at all times
Instructions are given regarding the proper maintenance/storage of equipment	Properly fitted inline skates are worn and satisfy league regulations
First aid kit and phone are available	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

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

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 **onsite supervision** when minimal competency is demonstrated Safety rules and procedures are enforced Emergency action plan is in place to deal with accidents/injuries

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

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

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.

HORSEBACK RIDING (WESTERN AND ENGLISH SADDLE)

Supervision	Facility/Environment
 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 	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	Clothing/Footwear
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	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	

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

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

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>.

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

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Jogging is a form of trotting or running at a slow or leisurely pace.

Risk Factor Rating

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

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

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**

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

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 to be used is suitable and in good conditionJewelry is removedEquipment is checked by a qualified person before every sessionWhite or blue cotton uniforms (Judogi) are worn for competitionInstructions are given regarding the proper maintenance of equipmentAppropriate clothing permitting unrestricted movement is wornFirst aid kit and phone are availableClothing must meet the requirements of the club or competition	Equipment	Clothing/Footwear
	condition Equipment is checked by a qualified person before every session Instructions are given regarding the proper maintenance of equipment	White or blue cotton uniforms (Judogi) are worn for competition Appropriate clothing permitting unrestricted movement is worn Clothing must meet the requirements of the

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

Κ	Α	R	Α	Т	Ε

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.

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

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	Clothing/Footwear	
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	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'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

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

years of age) and to the teacher

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

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

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

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Kickboxing is a martial art developed in Japan where opponents are allowed to hit each other with fists and feet.

Risk Factor Rating

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

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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	Clothing/Footwear
Equipment to be used is suitable and in good	Wearing a helmet is strongly recommended
condition	Appropriate footwear is worn
Equipment is checked by a qualified person	Jewelry is removed
before every session	Appropriate clothing is worn, permitting
Instructions are given regarding the proper	unrestricted movement
maintenance of equipment	Clothing must meet the requirements of the
First aid kit and phone are available	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

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

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

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 onsite 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

LACROSSE — SOFT

Risk Factor Rating

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.

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

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 Clothing/Footwear Equipment Equipment to be used is suitable and in good Goalkeeper must wear helmet with face condition mask Sticks are regularly checked for cracks, Mouth guards are recommended splinters, and breaks Appropriate footwear is worn First aid kit and phone are available Laces are tied and open-toed shoes are

avoided

a concern

movement

competition

Jewelry is removed or secured when safety is

Clothing must meet requirements of club or

Appropriate clothing is worn (t-shirt and shorts are best), permitting unrestricted

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

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**

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

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

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

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>.

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

necessary

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

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

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

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 loworganized 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

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	Clothing/Footwear	
Equipment to be used is suitable and in good condition	Appropriate and properly fitted footwear is worn	
Equipment should be checked before every session	Laces are tied and open-toed shoes are avoided	
Instructions are given regarding the proper maintenance of equipment	Jewelry is removed or secured when safety is a concern	
First aid kit and phone are available	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

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



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

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	Equipment Equipment to be used is suitable and in good condition		
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 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

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.

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

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**

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

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

Q I G O N G

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 gigong 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

\mathbf{Q} I G O N G

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

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

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
Appropriate footwear is worn

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

First aid kit and phone are available

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

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**

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

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	Ciotning/Footwear	
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	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	

Clothing/Eootwoor

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

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.

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

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	Clothing/Footwear
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	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

R U G B Y — T A C K L E

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



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

R и д в у — Т а с к l е

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	Equipment
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 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

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



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

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

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

SCUBA DIVING

Scuba diving is swimming underwater while using self-contained breathing equipment and fins.

Risk Factor Rating

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

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	Equipment
Local weather conditions/forecast are checked prior to outdoor session	Equipment to be used is suitable and in good condition
Activity area is free of hazards/debris	Snorkel is in good repair
Activity area is clearly marked Instructions for use of facility are posted Emergency exit of indoor facility is clearly marked	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

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

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

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

Clothing/Footwear Equipment Equipment to be used is suitable and in good Appropriate footwear is worn condition Laces are tied and open-toed shoes are Rattan balls are inspected prior to each use avoided and replaced if damaged Jewelry is removed or secured when safety is Nets and poles are checked prior to use and a concern stored safely when not in use Appropriate clothing is worn (t-shirt and Instructions are given regarding setting up shorts are best), permitting unrestricted and taking down of equipment movement. First aid kit and phone available 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

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

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

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

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

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

S каті N G — І с е

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

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

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

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

SKIING — ALPINE (DOWNHILL)

Alpine skiing (or downhill skiing) involves sliding down snowcovered hills with skis attached to the feet. Risk Factor Rating

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

SKIING — ALPINE (DOWNHILL)

Supervision	Facility/Environment
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	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	Clothing/Footwear
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	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

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

SKIING-CROSS COUNTRY

Supervision Facility/Environment Local weather conditions, forecast, and **Note:** The level of supervision is provided as is windchill are checked prior to outdoor appropriate, depending on various factors such session as level of risk, intensity, accessibility, Activity area is clearly marked and free of experience, and skill. hazards/debris Recommended level of supervision: **on-site** Higher risk areas are clearly marked **supervision** during initial instruction and Safety rules/regulations are posted then **in-the-area supervision**; a specific Ski trails are clearly marked and a detailed hazard may require constant visual map displaying the ski trails is available supervision Trails are a safe distance from vehicular Safety rules and procedures are enforced traffic Emergency action plan is in place to deal with accidents/injuries and lost students Pre- and post-ski check-in system is in place Equipment Clothing/Footwear Equipment to be used is suitable and in good Appropriate footwear is worn with laces tied condition Clothing is worn in lavers Equipment (skis, poles, boots, bindings, etc.) Toques and gloves are worn is checked by a qualified person before every Appropriate clothing is worn, permitting session unrestricted movement and protection for Equipment is appropriate size for the student weather and sun Instructions are given regarding the proper Clothing must meet requirements of club or maintenance of cross-country ski equipment competition Appropriate wax is used for conditions Jewelry is removed or secured when safety is Portable media players (such as an MP3 a concern player) are avoided while skiing as they reduce the skier's awareness to his/her surroundings 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

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

SKIING – WATER

Water skiing involves being pulled by a boat with skis attached to the feet.

Risk Factor Rating

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

S KIING — W ATER	
Supervision	Facility/Environment
Note: The level of supervision is provided as is appropriate, depending on various factors such as level of risk, intensity, accessibility, experience, and skill.	Local weather conditions, forecast, and windchill are checked prior to outdoor session Activity area is free of hazards/debris and traffic is avoided
Recommended level of supervision: constant visual supervision Safety rules and procedures are enforced Emergency action plan is in place to deal with accidents/injuries	
Equipment	Clothing/Footwear
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	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

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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

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

SNORKELING

Supervision

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		
Clothing/Footwear		
Proper swimwear or wetsuit is worn Properly fitted mask and fins are worn Change of clothing for post-swim is available		
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		

S N O W B O A R D I N G

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

S N O W B O A R D I N G

Supervision	Facility/Environment
 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 	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	Clothing/Footwear
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	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

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Snowshoeing is a recreational activity that involves walking on snow with web-shaped footwear.

Risk Factor Rating

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

SNOWSHOEING

Supervision	Facility/Environment
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	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

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

SOCCER

Facility/Environment

Local weather conditions, forecast, and windchill are checked prior to outdoor session Plaving 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 Clothing/Footwear Equipment Equipment to be used is suitable and in good Players should consider wearing mouth guard condition Goals are securely in place Soccer Association regulations Balls are correct size and properly inflated Corner flags meet Canadian Soccer Canadian Soccer Association Association requirements Students ensure they have a water bottle at avoided all sessions

Soft pylons are used to mark practice areas First aid kit and phone are available

Protective orthopedic apparatus must be soft and padded, in compliance with Canadian Footwear meets the requirements of the Laces are tied and open-toed shoes are 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 gualified 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/quardian (student under 18 years of age) and to the teacher

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

Z

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

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

Clothing/Footwear

Equipment to be used is suitable and in good condition	Appropriate footwear is worn Laces are tied and open-toed shoes are
Equipment (bats, helmets) are checked by a qualified person before every session	avoided
Bats are the appropriate size (length and	Jewelry is removed or secured when safety is a concern
weight) for each participant	Appropriate clothing is worn (t-shirt and
Safety bases are used	shorts), permitting unrestricted movement
Helmets (CSA-approved) are used in accordance with Softball Canada directives	Clothing must meet requirements of club or competition
Catchers wear approved protective equipment as per Softball Canada directives	Suitable protection from the sun and insects is used
Equipment not being used as part of the game must be kept out of the playing area First aid kit and phone are available	

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

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

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

Clothing/Footwear Equipment Equipment to be used is suitable and in good Properly fitted skates are worn condition Approved helmet is worn Skates are checked and sharpened on a Clothing is worn in layers with appropriate regular basis protection from the weather (e.g., hat, First aid kit and phone are available jacket, mitts, or gloves) Indoor skating sessions (on hockey rinks) Appropriate loose-fitting clothing is worn that provides unrestricted movement, but does have safety pads in place 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

S Q U A S H

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

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

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 completive 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.

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

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

SWIMMING (POOL)

Swimming is the movement through water without artificial assistance, and can be recreational or competitive.

Risk Factor Rating

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.

SWIMMING (**P**OOL)

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 Lifequard 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:

- 11 No running or pushing on deck
- No gum chewing
- No food in pool area **1**11
- 11 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 condition session Swimming area must be free of hazards/debris boards, etc.) Swimming area is clearly marked accessible 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 Standard water safety equipment is available (e.g., ring buoys, reaching poles, spinal First aid kit and phone must be readily

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

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

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	Clothing/Footwear
Equipment to be used is suitable and in good condition	Appropriate and properly fitted footwear is worn
Tables and paddles are checked prior to use; damaged equipment is repaired or replaced	Laces are tied and open-toed shoes are avoided
Routine is established for setting up,	Jewelry is removed or secured when safety is

dismantling, and storing equipment and tables

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

a concern

unrestricted movement

Appropriate clothing is worn, permitting

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

ΤΑΕ ΒΟ)
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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

ΤΑΕ ΒΟ

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	Clothing/Footwear
Equipment to be used is suitable and in good condition	Appropriate and properly fitted footwear is worn
Equipment used is regularly checked by a qualified person	Laces are tied and open-toed shoes are avoided
Instructions are given regarding the proper maintenance/storage of equipment	Jewelry is removed or secured when safety is a concern
First aid kit and phone are available	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 course has been presented to the parent/guardian (student under 18 years of age) and to the teacher

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



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

ΤΑΕΚΨΟΝΟΟ

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

ΤΑΙ СΗΙ

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

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

ΤΑΙ CΗΙ

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	Clothing/Footwear
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	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

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

ТСНОИКВАLL

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	Clothing/Footwear
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	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

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

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

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	Clothing/Footwear	
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	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 c program	heckup and a medical history prior to starting the	

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

ΤΕΝΝΙS

Tennis is a racquet sport played between two or four players. A stringed racquet is used to strike a hollow, feltcovered rubber ball over a net into the opponent's court.

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

ΤΕΝΝΙS

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	Clothing/Footwear
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	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

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.

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 Clothing/Footwear Equipment Equipment to be used is suitable and in good Clothing is worn in layers and is appropriate for weather conditions condition Sled can be steered (safer than flat sheets, Appropriate footwear is worn toboggans, or snow discs) Toques and mitts/gloves are worn Equipment is checked for damage before Scarves are avoided or well-secured each use; damaged equipment is repaired or Jewelry is removed or secured when safety is replaced a concern First aid kit and phone are available 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

TRIATHLON

Triathlon is an athletic event that includes swimming, cycling, and running over various distances.

Risk Factor Rating

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

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

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

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



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

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	Clothing/Footwear
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	 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

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

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

WALKING

Walking is the most popular form of exercise and contributes to cardio-respiratory fitness.

Risk Factor Rating

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

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

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



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

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 Clothing/Footwear Equipment to be used is suitable and in good condition Appropriate bathing suit is worn 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

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

$W \, {\tt EIGHTLIFTING}$

Weightlifting is a sport in which competitors attempt to lift heavy weights mounted on barbells. **Risk Factor Rating**

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

WEIGHTLIFTING

Facility

Tacinty							
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	Clothing/Footwear						
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 CIOTNING/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	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

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

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

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	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
 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 	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	

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

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**

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.

WINDSURFING / SAILBOARDING

Equipment

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 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

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

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

WRESTLING (Freestyle or Greco-Roman)

Supervision	Facility		
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	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	Clothing/Footwear		
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	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

	YOGA	
thought India, w	a group of ancient spiritual practices from India, often of as disciplines of asceticism and meditation. Outside nere there is a strong emphasis on individualism, yoga me primarily associated with the health benefits of the practice of asanas (postures) of Hatha Yoga.	Risk Factor Rating
General	earning Outcome	
	ent will demonstrate safe and responsible behaviours to manage ris	sks and prevent injuries
Risk Man	agement Strategies	
reduce risk an organiz activities),	rmation and recommendations contained in this safety checklist are believed. The suggested risk management strategies are considered minimum standed or formal setting. They may not apply to all situations (e.g., home-based and more stringent safety standards may be applied by instructors/coaches cal activities in organized programs.	dards for physical activity in , recreational, or modified
[nstruction	on	
circumsta of media	e amount and level of instruction/directions required by the studer nces such as the student's personal experience, skill level, and phy resources, such as books and instructional videos, may replace dir te and safe.	sical condition. The use
demo	iction is received from a trained/certified yoga instructor or a yoga pr nstrating the competencies required for certification as is appropriate is such as level of risk, intensity, accessibility, experience, and skill	
	ssions are conducted in a safe environment, with students being awa ed in yoga	re of the potential risks
Safet	rules and procedures are learned prior to participation	
	movements are learned in proper progression am adheres to basic fitness and training principles	
	session is conducted with a proper warm-up, cool-down, and approping water is available and consumed as needed	riate fitness work
Supervis	on	
	e level of supervision is provided as is appropriate, depending on v sk, intensity, accessibility, experience, and skill.	various factors such as
Safet	nmended level of supervision: on-site supervision during initial ins / rules and procedures are enforced gency action plan is in place to deal with accidents/injuries	truction

ΥΟGΑ					
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 OUTof-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 largemuscle 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 cardiovascularrespiratory 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 healthrelated 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

F.4

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	Туре	Cardio	M. Str.	M. End.	Flex.	Risk
	Aerobics - Dance	FIT	✓		✓	\checkmark	2
	Aerobics - Step	FIT	✓		\checkmark	√	2
	Aerobics - Water	FIT	\checkmark		\checkmark	√	4
	Aikido	CO	\checkmark	✓	\checkmark	\checkmark	4
	Archery	TG		✓			4
	Backpacking	AP	✓	✓	\checkmark		3
	Badminton	NW	\checkmark		\checkmark	√	2
	Bandy	IT	✓		\checkmark		3
	Baseball	SF		✓	\checkmark	\checkmark	3
	Basketball	IT	\checkmark	✓	\checkmark	✓	2
	Bicycling - BMX	AP	\checkmark	✓	\checkmark		3
	Bicycling - Cyclocross	AP	\checkmark	✓	\checkmark		3
	Bicycling - Mountain Biking	AP	\checkmark	✓	\checkmark		3
	Bicycling - Recreational	AL	\checkmark	\checkmark	\checkmark		2
	Bicycling - Road Racing	AP	✓	✓	 ✓ 		3

Bicycling - Track Racing	AP	\checkmark	✓	✓		3
Воссе	TG				✓	1
Bowling	TG				✓	1
Boxing	CO	\checkmark	✓	✓		4
Callisthenics	FIT		✓	✓	✓	1
Canoeing/Kayaking	AP	\checkmark	✓	✓		4
Catch	AL			✓	✓	1
Cheerleading	RG	\checkmark	✓	✓	✓	4
Circuit Training	FIT	\checkmark	✓	✓	✓	2
Cricket	SF		✓	✓	✓	3
Croquet	TG			✓		1
Curling	TG			✓	✓	2
Dance - Ballet	RG	\checkmark	✓	✓	✓	3
Dancing - Ballroom	RG	\checkmark		✓		1
Dancing - Folk	RG	\checkmark		✓		1
Dancing - Hip Hop	RG	\checkmark		✓		1
Dancing - Hoop	RG	\checkmark		✓		1
Dancing - Line	RG	\checkmark		✓		1
Dancing - Square	RG	\checkmark		✓		1
Dancing - Tap	RG	\checkmark		 ✓ 		1
Diving	RG				✓	4
Dodging Games	FIT	\checkmark	✓	✓		4
Fencing	СО	\checkmark		 ✓ 	✓	4
Field - Jumps	FIT		✓		✓	3
Field - Throws	FIT		✓		✓	4
Figure Skating	RG	\checkmark		\checkmark	✓	3
Flag Football	IT	\checkmark	✓	✓	✓	2
Football - tackle	IT		✓	✓	✓	4
Frisbee	AL			✓		1
Geocaching	AP	\checkmark	✓	✓		4
Goal ball	IT			✓	✓	4

Golf	TG		\checkmark	✓	\checkmark	2
Gymnastics - Artistic	RG		✓	✓	\checkmark	4
Hackey Sack	AL			✓	\checkmark	1
Handball	NW	\checkmark	✓	✓	\checkmark	1
Hiking	AP	\checkmark		✓		2
Hockey - Field	IT	\checkmark	✓	✓	✓	3
Hockey - Floor	IT	\checkmark		✓	✓	3
Hockey - Ice	IT	\checkmark	✓	✓	√	4
Hockey - Inline	IT	\checkmark	✓	✓	\checkmark	4
Hockey - Road	IT	\checkmark	✓	✓	✓	2
Hockey - Shinny	IT	\checkmark	✓	✓	\checkmark	2
Horseback Riding	AP		✓	✓		4
Household chores	AL		✓	✓	\checkmark	1
Jogging	FIT	\checkmark	✓	✓		1
Judo	CO	\checkmark	✓	✓	\checkmark	4
Jump Rope	FIT	\checkmark		✓		1
Karate	CO	\checkmark	✓	✓	√	4
Kickball	AL			✓		1
Kickboxing	CO	\checkmark	✓	✓	✓	4
Lacrosse - Box	IT	\checkmark	✓	✓	✓	4
Lacrosse - Field	IT	\checkmark	✓	✓	\checkmark	4
Lacrosse - Soft	IT	\checkmark	✓	✓	√	2
Orienteering	AP	\checkmark		✓		2
Paddleball	NW	\checkmark		✓		2
Participating in PE class	FIT	\checkmark	✓	\checkmark	\checkmark	4
Pilates	FIT		✓	✓	\checkmark	2
Qigong	EP		✓	\checkmark		2
Racquetball	NW	\checkmark	✓	✓	✓	2
Rhythmic Gymnastics	RG	\checkmark		✓	✓	2
Ringette	IT	\checkmark	✓	✓	✓	4
Rock Climbing	AP		✓	✓	\checkmark	4

Rowing - ergometer	FIT	\checkmark		✓		2
Rowing - water	FIT	\checkmark	✓	✓		4
Rugby	IT	\checkmark	✓	✓	✓	4
Sailing	AP		✓	✓		4
Scuba Diving	AP			✓		4
Sepak Takraw	NW	\checkmark	✓	✓	✓	2
Shooting - Skeet	TG			✓		4
Shooting - Target	TG			✓		4
Skateboarding	AL	\checkmark		✓		2
Skating - Ice	AL	\checkmark	✓	✓		2
Skating - Inline	AL	\checkmark	✓	✓		2
Skating - Roller	AL	\checkmark	✓	✓		2
Skiing - Alpine	AP	\checkmark	✓	✓		3
Skiing - Cross-country	AP	\checkmark		✓		2
Skiing - Water	AP		✓	✓		4
Snorkeling	AP			✓		4
Snowboarding	AP	\checkmark	✓	✓		3
Snowshoeing	AP	\checkmark		✓		2
Soccer	IT	\checkmark	✓	✓	✓	2
Softball	SF		✓	\checkmark	✓	2
Speedskating	AP	\checkmark	✓	✓	✓	3
Spinning	FIT	\checkmark	✓	\checkmark		1
Squash	NW	\checkmark	✓	\checkmark	✓	2
Stretch Banding	FIT		✓	\checkmark	✓	1
Stretching	FIT				✓	1
Swimming	FIT	\checkmark	✓	\checkmark	✓	4
T'ai Chi	EP			~	✓	1
Table Tennis	NW	\checkmark		~		2
Тае Во	FIT	√	✓	✓	✓	2
Taekwondo	СО	√	✓	✓	✓	4
Tchoukball	IT	\checkmark	✓	✓	✓	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	СО	\checkmark	✓	✓	✓	4
Yoga	EP		✓	\checkmark	✓	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	Caneoing - Moderate speed (6-10 km/h)	Caneoing - 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	

MODULE 2

Personal Management

This module contains the following:

- Introduction
- Lesson 1: Who Are You?
- Lesson 2: Career Choices
- Lesson 3: Making Decisions about Career Choices

- Lesson 4: Employability Skills
- Module 2 Summary

MODULE 2: Personal Management

Introduction

In Module 2 you will learn about personal management. Personal management involves learning about yourself. The decisions you make, the things you do, and the unique qualities, strengths, weaknesses, and values you have all help contribute to your physical and social-emotional well-being and shape who you are. Furthermore, some of the qualities that you have are important for certain jobs or careers. For example, expertise in science is important for many jobs, including those of doctors, dentists, or other medical professions. Qualities such as creativity and teamwork may be more applicable to careers in communication, marketing, sales, and so on.

Recall what you learned in Module 1 about wellness, health, and physical fitness. Remember that health includes the mental, social, emotional, spiritual, and physical aspects that expand our potential to live and work effectively. Throughout Module 2 it will be important for you to be aware of your own feelings and values related to your health and wellness. All these aspects have an impact on personal decision making and personal management.

This module will also teach you about the potential careers and/or occupations within the fields of physical education and health education and potential careers of your choice. You will learn about the factors that may affect your decision making about different careers and you will learn about employability skills. You will also investigate how your strengths and weakness may affect your own choice of a career path.



In the final lesson of this module you will work through the employability skills and investigate some potential jobs and the skills employers may be looking for. You may want to work with your learning partner to discuss the job advertisement in Learning Activity 2.5: Explore Potential Careers/Occupations.

As you move through the rest of the course, you will learn more about healthy decision making and gain the skills needed to deal with many situations you may face growing up in today's world.

Assessment

You will be assessed on your completion of the Module 2 assignments found at the end of this module. At the end of the course, you will write a final examination.

When you complete Module 2, you will submit your Module 2 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	Examine Your Reactions to Situations
2	No Assignment	
3	Assignment 2.2	DECIDE for Yourself
4	Assignment 2.3	Employability Skills

LESSON 1: WHO ARE YOU?

You	will show an understanding of
🗋 y	our own personal strengths, weaknesses, and values
🗋 tł	ne aspects of your personality that you may wish to change
You	will be able to
_	emonstrate the use of strategies to enhance personal succes nd positive thinking
🗆 e	xamine the importance of accepting yourself

Introduction

Even though there are billions of people in the world, no one is exactly like you, making you a unique individual. So what makes you different from everyone else? Some of the things that make each of us one of a kind are our personal qualities, strengths, weaknesses, and values.

Personal Strengths, Weaknesses, and Values

In this lesson you will look at the strengths, weaknesses, and values that you demonstrate in your daily living. You will learn how to use certain strategies to enhance your strengths and deal with weaknesses. You will also learn how values can play an important role in decision making about jobs, careers, physical activity, health, and/or wellness.

To get you thinking about your strengths, weaknesses, and values, answer the questions in Learning Activity 2.1. Don't spend too much time on each question; just write down one or two words that come to mind. This shouldn't take you more than five minutes. Even though you won't be handing in your responses, you still need to do the exercise. You'll learn about yourself.

Learning Activity 2.1: It's All about Me

1	
1.	Three things that make me interesting are,
	, and
2.	A close friend would describe me as
3.	My parent(s)/guardian(s) would describe me as
4.	One thing that makes me a good friend is
	·
5.	I would like people to describe me as
	·
Ac	mpare your answers to the sample responses provided in the Learning tivity Answer Key found at the end of this module. Remember, this is a arning activity, so you will not send it to the Distance Learning Unit.

Look at the answers you just wrote down. Do you see these answers reflecting some of the qualities you might highlight in a resumé? You will be looking at these qualities in more detail in Lesson 4 of Module 2.

Basically, we like what we are good at, or we are good at what we like. In this lesson you will come to understand more fully that being happy about yourself means celebrating and building upon your strengths, and possibly turning weaknesses into strengths. Everyone has strengths and weaknesses. "Pobody's Nerfect"! Now is the time, as a Grade 9 student, to think about what you are good at, what you like, and what you want to become good at. This will help you decide who you want to become or what career choices you may want to make. Your strengths and weaknesses make up your personality, the characteristics that make you unique. Your personality is also made up of values. **Values** are the standards or rules that you choose to live by.

- What are some of your values?
- Are they similar to some of these universal values: honesty, equity, responsibility, justice, respect, consideration, and commitment?
- Are they similar to the values of other cultures, such as the seven teachings of the Aboriginal culture: wisdom, love, respect, courage, honesty, humility, and truth?

Later in this lesson, you will have an opportunity to list more of your strengths and weaknesses. You will then be able to compare them to your values and decide in which of these two categories they belong:

- aspects of your personality that you see as being highlights
- aspects of your personality that you want to improve

Knowing your values will help you to evaluate your strengths and weaknesses. Once you know your own strengths and weaknesses, you can enhance your strengths or minimize your weaknesses so that you can be as successful as possible in all aspects of your life. It may not be possible to change all the characteristics you wish to change, but you will become more satisfied and comfortable with yourself.

Sometimes it may feel funny to talk about your personal qualities (strengths and weaknesses) because it may seem as if you are bragging or "full of yourself." To be happy and healthy, however, it is important to develop a positive self-concept and to like yourself.





Learning Activity 2.2: Examine Your Strengths, Weaknesses, and Values

Answer the following questions in the space provided. To help you focus your answers, keep in mind the universal values: honesty, equity, responsibility, justice, respect, consideration, and commitment.

Looking Within

1. What would I like to be or what have I been most successful at in my life?

- 2. What personal values would help me or did help me get there?
- 3. What could stand in my way of becoming successful?

My Strengths

- 1. How would a close friend describe me? (E.g., kind, organized)
- 2. How would my parent(s)/guardian(s) describe me?

Learning Activity 2.2: Examine Your Strengths,
Weaknesses, and Values (continued)

3. How would I like other people to describe me?

My Weaknesses

- 1. What could I improve at home? at school? with my friends? (E.g., keep room tidy, be on time)
- 2. When working with a group of peers, what skills do I hope someone else will bring to the group?
- 3. Why is it important to have a positive self-concept or be able to accept myself?

My Values

1. What do I value most? Why? (Try not to think of materialistic items or belongings.) (E.g., I value "respect" the most because I want everyone to feel liked and included.)

(continued)

Learning Activity 2.2: Examine Your Strengths,
Weaknesses, and Values (continued)

2. What do I value the least? Why?

3. If there was one thing I would never give up it would be . . .

There is no answer key for this learning activity. Remember, this is a learning activity, so you will not send it to the Distance Learning Unit.

(continued)

Making Changes



Now that you have examined your strengths, weaknesses, and values, you are ready to learn some ways to use these aspects to your advantage. How you think and feel about yourself will often affect how you learn and what decisions you choose to make. No matter where you go and what cultural or family values you have, your personal values, personal standards, and individual rules go with you. Along with these values come positive and possibly negative ways to look at different opportunities.

In some cases, making a change is necessary. Earlier you identified some of your weaknesses. Are there some that you would like to change? Are there some aspects of your behaviour that are causing you repeated problems? If you feel this way you may need to do some self-examination. This can be done alone or by talking to close friends or adults you trust. The next learning activity will guide you through some self-reflection.



Learning Activity 2.3: Self-Reflection

- 1. Do I have a problem that I ignore or do I count on someone else to solve it for me? Explain.
- 2. Are there some things about my behaviour that I would like to change? Yes or No. Why?
- 3. Does peer pressure cause me to do things I would not otherwise decide to do? Yes or No. Why?
- 4. Does my physical health seem to be affected by how I feel about myself? Yes or No. Why do I think this may be the case?



Compare your answers to the sample responses provided in the Learning Activity Answer Key found at the end of this module. Remember, this is a learning activity, so you will not send it to the Distance Learning Unit.

Positive Thinking

You have just taken a look at some of your personal qualities. Even though we all have weaknesses, it is important to be positive and to "make the best of it"! Positive attitudes open doors.

Here are three ways that can help you keep a positive outlook on life:

1. **Self-talk** is the silent talk that you have with yourself. It can be both positive and negative. If you keep it positive, you gain confidence and courage.

Examples of positive self-talk are:

- "I feel good about myself today."
- "I have worked really hard on this project and I think the presentation should go well."
- "I am confident I can do this."
- 2. Affirmations are also effective ways to encourage yourself. You can use affirmation when you need to believe more strongly in yourself. An example of an affirmation you might say to yourself or share with others close to you is, "I am a good team player."
- 3. **Visualization** is another way to help you stay positive. Visualization is simply picturing your success in your mind. Imagining what you would like to happen to you will help you see yourself doing something positive. "What your mind can conceive and believe, it can achieve."

Practise some positive thinking by completing the next learning activity.

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1.	Write three positive, encouraging statements that you can say to yourse before your next big test.
	a
	b
	C
2.	Think of two affirmations that you can use to encourage yourself. (For example, "I can have fun exercising.") Write down your affirmation statements. Will they work for you?
	a
	b
3.	Create a cartoon or write a verse for a song (or find a cartoon or verse) that shows how visualization can give you a positive attitude or outlook on life.



Assignment 2.1: Examine Your Reactions to Situations

Now it's time to complete Assignment 2.1. You will find it in the Assignments section at the end of this module. At the end of Module 2 you will send the completed assignment to the Distance Learning Unit, along with the other assignments in this module.

Self-Acceptance

Self-acceptance is all about accepting yourself, understanding your strengths, weaknesses, and values, as well as looking at possible changes and being positive. Now that you have spent some time looking at these aspects of yourself, it is important to begin to accept yourself.

Your own picture of who you are can be greatly influenced by how others treat you. While you are deciding whether to accept or to change some aspects of your personality, remember that no one is perfect. As mentioned previously, everyone is unique and everyone has his or her own faults.

Try to think of ways to put the following statements in your own words:

- "Trying to be someone you are not can hurt your self-esteem."
- "Always be true to yourself."

Summary

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In this lesson you learned more about yourself, your strengths, weaknesses, and values. You also learned things you may want to change and strategies to help you think positively in order to do so. As you move through the rest of this module, you will investigate careers that may best fit your strengths.

LESSON 2: CAREER CHOICES

L	esson Focus
	You will show an understanding of
ļ	potential occupation/career choices in physical education and health education
	You will be able to
ļ	identify potential occupation/career options of your choice

Introduction

In the previous lesson you learned more about yourself, identified things you may want to change, and looked at strategies for thinking positively. Have you ever considered a career in physical education and/or health education? In this lesson you will be investigating these careers, as well as others, and how they may best fit your strengths. You will then move past your own self-awareness into learning more about working with others and making meaningful relationships.

Potential Careers/Occupations in Physical Education/Health Education

Did you know that there is a wide variety of careers and occupations within the fields of physical education and health education? In this lesson you will identify many of these careers and occupations.

Before you get started with the task of identifying potential career choices, it is important to define a few related terms:

- **Career:** The combined total of a person's work-related experiences over the course of a lifetime.
- Occupation: A person's employment. Types of employment are normally categorized into occupations, which require different types of skills, training, and education (e.g., teacher).
- Job: An activity performed regularly, especially as one's trade, occupation, or profession.

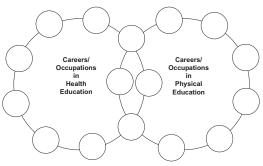


Learning Activity 2.5: Explore Potential Careers/Occupations

Part 1

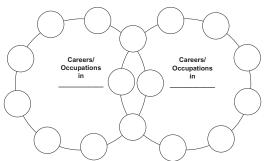
Prepare a list of potential careers/occupations in health education and in physical education. Use the diagram for Part 1 provided on the following page to organize your findings. A small version of the diagram is shown below.

If you have access to the Internet, use a search engine such as <u>www.google.ca</u> to conduct a search on these careers. You can also visit your school guidance counsellor, human resources centre, or library for other useful resources on careers.



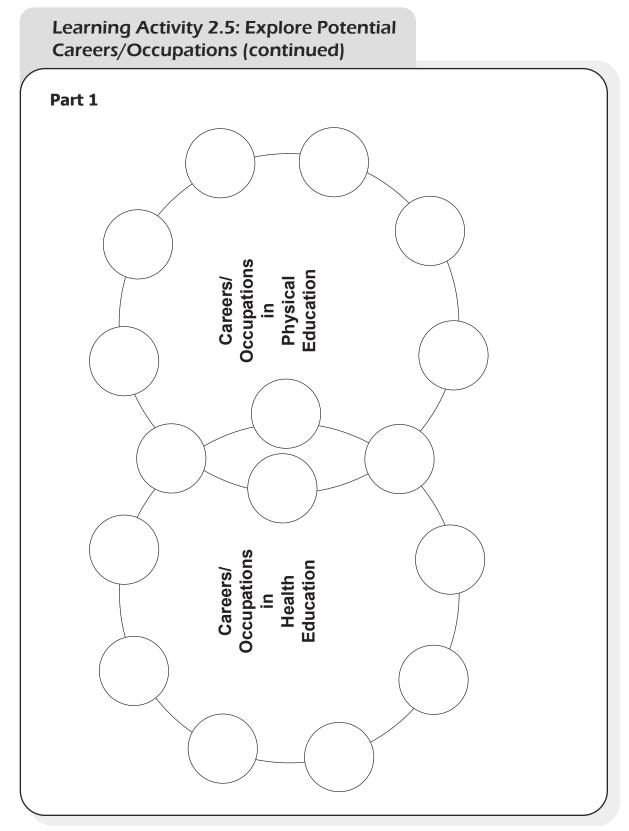
Part 2

Once you have investigated health education and physical education career choices, choose two other subject areas and investigate careers that relate to those areas. Complete the diagram provided for Part 2. A small version is shown below.

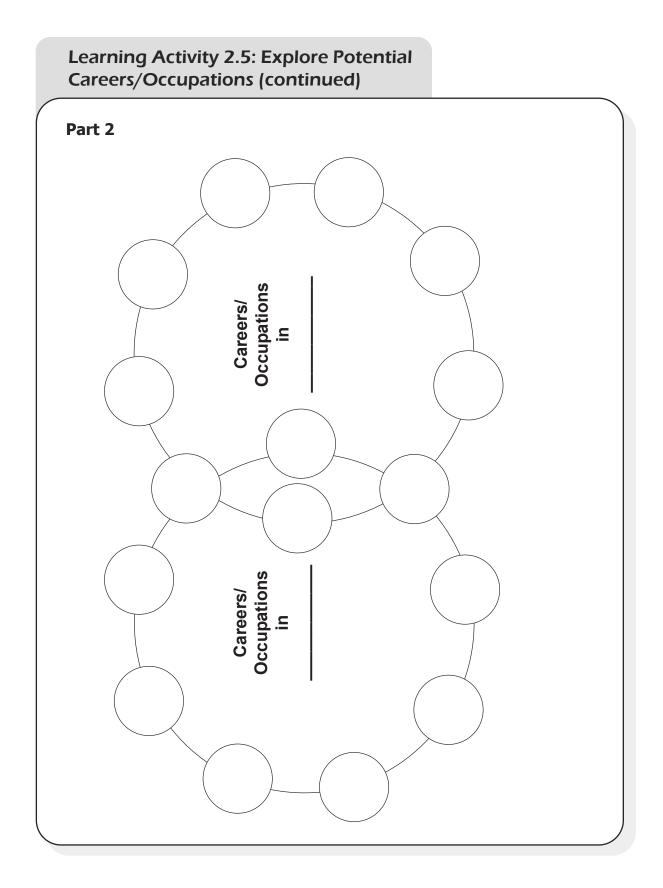


After you have completed the diagrams for Part 1 and Part 2 on the following pages, look at the examples provided in the Learning Activity Answer Key found at the end of this module. Remember, this is a learning activity, so you will not send it to the Distance Learning Unitr.

(continued)



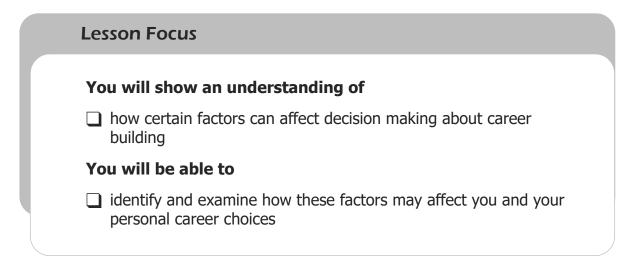
(continued)



Summary

In this lesson you learned more about the potential careers and/or occupations within physical education and health education, as well as fields of your choice. As part of the next lesson you will learn about the factors that may affect your decision making about different careers. In the final lesson of this module you will examine employability skills. As you work through the next few lessons, keep in mind the different occupations you have learned about and consider how they may fit into some of the different choices you may make in building your own career. Notes

LESSON 3: MAKING DECISIONS ABOUT CAREER CHOICES



Introduction

There are many reasons why an individual chooses a particular career. One reason may be family influences. Is there a chance that you may choose a career that either one of your parents or guardians is currently doing, or one that they have suggested as a choice for you? Have you even thought about a career yet? Thinking about a career choice may seem stressful to you at this point. However, knowing what career path you would like to follow will influence your course selection in your high school years. In this lesson you will explore some of the potential factors that may affect your decision-making process as it relates to career building.

Factors for Decision Making

As you can see, various factors will play a role in almost every decision you make. This is true in deciding on a career path. You will need to think of different factors that affect you and possibly others regarding career building.

	Learning Activity 2.6: Factors That Influence School-Related Decisions
R	
1.	State one factor that may influence your decision to do your homework.
2.	List two factors that may influence your decision to take certain courses in school.
	a
	b
	emember, this is a learning activity, so you will not send it to the Distance earning Unit.
	5

The DECIDE Model

It is sometimes easier to work through decisions when we use questions to guide us. In Assignment 2.2, you will be working through the DECIDE model to help you decide on a career path. Before you do the assignment, see how the DECIDE model is used in the following scenario.

Scenario

Cam has recently moved to a new school. At school, Cam is in the process of trying to decide what courses he should take in order to get into university. Cam wants to be a physiotherapist after school and has gone to see the counsellor for advice on course selection. Cam is not strong in biology and really likes mathematics courses.

D. Define the problem/issue.

Cam does not know what courses to take. He wants to become a physiotherapist but also wants to take courses that interest him.

E. Explore the alternatives or options.

- 1. Cam could take only classes that interest him.
- 2. Cam could take only the courses that will get him into physiotherapy.
- 3. Cam could take a combination of courses that interest him and will help him to get into university.
- 4. Cam could take only the courses necessary to graduate from high school.

C. Consider the consequences or check the alternatives.

- 1. Cam could take only classes that interest him.
 - Pro: He will enjoy his classes and possibly get better grades because of his interest.
 - Con: He may not be able to get into university because he did not take the right courses.
- 2. Cam could take only the courses that will get him into physiotherapy.
 - Pro: He would get into university and into physiotherapy (if his grades were good enough).
 - **Con:** He may not enjoy his classes.
- 3. Cam could take a combination of courses that interest him and will help him to get into university.
 - **Pro:** He would have a good balance of classes he enjoyed and classes necessary to get into university.
 - **Con:** He may have to take a heavier course load to get this combination.
- 4. Cam could take only the courses necessary to graduate from high school.
 - **Pro:** He would graduate and have a lighter course load.
 - **Con:** He may not get into university or into physiotherapy.

I. Identify values.

Cam has learned through his family that education is important and that a career is a top priority. Cam also values hard work and determination.

D. Decide and take action.

Cam has decided to take option 3, a combination of courses that interest him and will help him to enter university. Cam is willing to take a heavier course load if it means he can enjoy his high school courses and get into university.

E. Evaluate the decision.

Cam evaluates his decision at the end of each school semester to make sure he is able to keep up his grades and still take all the courses he wants. He is continuing to be happy with his decision.



In Assignment 2.2 you will use the DECIDE model to think about a career path that you are interested in pursuing. Find Assignment 2.2 in the Assignments section at the end of this module and complete it.

Summary

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In this lesson you learned about the factors that may affect your decision making and about career planning. Keep in mind that every time you make a decision you should think about the factors that may influence that decision and be able to use this knowledge to make the appropriate choice.

LESSON 4: EMPLOYABILITY SKILLS

Yo	ou will show an understanding of
	why three categories of skills make you more employable
Yo	ou will be able to
	distinguish between the three categories of employability skills
	explain how the different skills in each category may be used in the workforce

Introduction

So far, you have learned about some potential careers in the field of physical education and health education and some careers of your own choice. You have also looked at the importance of considering key factors when making career decisions. Now it's time to look at how to become employed. While it may be nice to think that you could have any career you wanted, you know this is not the case. It is important to make yourself employable. Throughout this lesson you will learn how to make yourself employable by having employability skills.

What Are Employability Skills?

Employability skills can also be referred to as key skills. They can be defined as skills that can be used in a wide variety of tasks and situations within all subjects, jobs, and life experiences. For example, someone who has good teamwork skills would be able to work in a job that deals with communication and/or work with other employees.

Ideally, if a person has developed a skill through learning and practice of a particular task, then he or she should be able to adapt quickly to a similar type of task in a different context. Someone who is competent at all employability/key skills should be able to adapt quickly to any task in any situation. This is a personal-management skill of being adaptable that employers like to see.



It's time to explore employability skills further by completing Assignment 2.3, which is found in the Assignments section at the end of this module.

Summary

In this lesson you learned about employability skills, also called key skills. Do you think you possess some of these skills? Do you have some work to do in developing them? It is important that you know about these skills so you can reflect on your strengths and weaknesses and either add to your lists or see where you could use some more work.

MODULE 2 SUMMARY

Congratulations! You have completed Module 2 of Grade 9 Physical Education/Health Education.



Submitting Your Assignments

It is now time for you to submit your Module 2 assignments 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: Examine Your Reactions to Situations
- Assignment 2.2: DECIDE for Yourself
- Assignment 2.3: Employability Skills

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

Module 2 Review Questions

Use the following questions to help you assess what you learned in Module 2 and to guide your studying. These questions will help you to prepare for the final examination that you will write at the end of this course.

Lesson 1

- 1. Do you know your personal values, strengths, and weaknesses?
- 2. Do you understand strategies to develop your self-confidence and self-esteem in order to be successful?

Lesson 2

3. Are you able to determine the skills and qualifications required for a career of your choice?

Lessons 3 and 4

4. Can you apply the decision-making steps in making personal decisions?

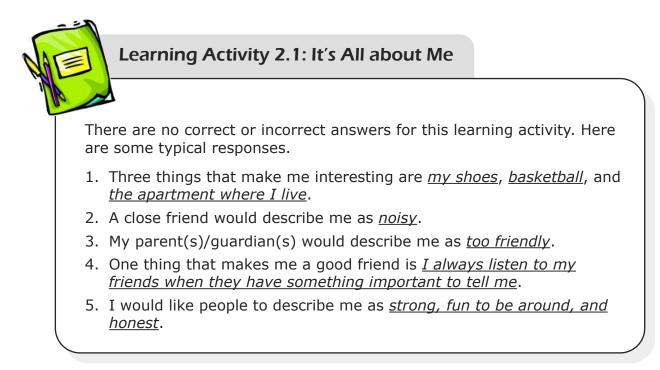
Module 2

Learning Activity Answer Key

MODULE 2 LEARNING ACTIVITY ANSWER KEY

The learning activities in Module 2 do not have correct or incorrect answers. Rather, most of the questions give you the chance to express yourself. **Sample answers** are provided for some of the learning activities so that you can see whether or not you are on the right track.

Lesson 1





Learning Activity 2.2: Examine Your Strengths, Weaknesses, and Values

There are no correct or incorrect answers for this learning activity. Answers will vary according to each student's strengths, weaknesses, and values.

Learning Activity 2.3: Self-Reflection

Here are some typical responses for this learning activity.

- Do I have a problem that I ignore or do I count on someone else to solve it for me? Explain. <u>I never listen in class and I expect my teacher</u> <u>to repeat herself to tell me what to do</u>.
- 2. Are there some things about my behaviour that I would like to change? <u>Yes</u>. Why? <u>I would be more effective if I listened the first time</u>.
- 3. Does peer pressure cause me to do things I would not otherwise decide to do? <u>Yes</u>. Why? <u>Often in class I am talking to my friends. I always</u> <u>answer them when they talk</u>.
- 4. Does my physical health seem to be affected by how I feel about myself? <u>Yes</u>. Why do I think this may be the case? <u>If I feel down or sad</u> <u>I sometimes feel sick to my stomach, and at other times I just want to</u> <u>eat when I am upset. This is not very healthy</u>.

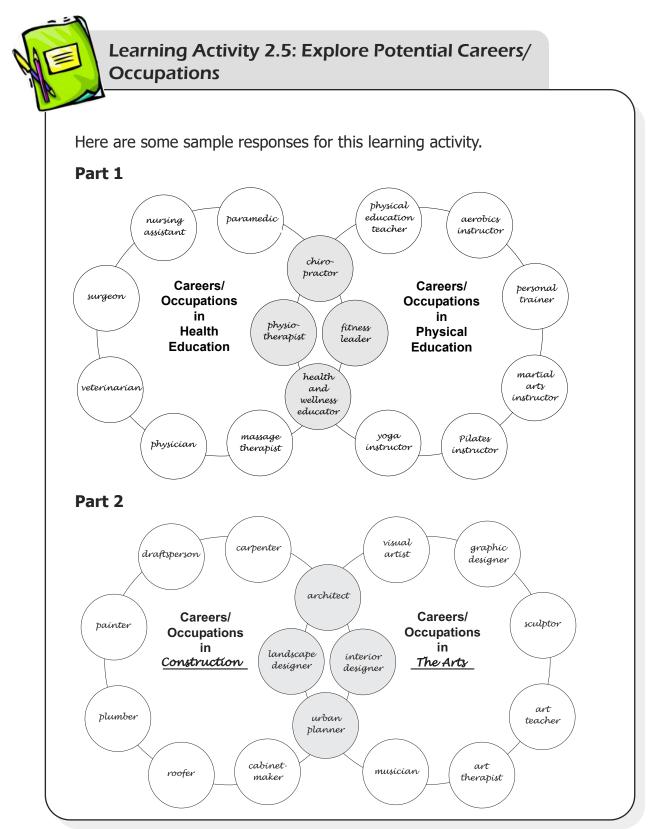


Learning Activity 2.4: Practise Positive Thinking

Here are some sample responses for this learning activity.

- 1. Write three positive, encouraging statements that you can say to yourself before your next big test.
 - a. I know I can do this.
 - b. Just relax and read each question carefully.
 - c. I studied hard for this test; it will go fine.
- 2. Think of two affirmations that you can use to encourage yourself. (For example, "I can have fun exercising.") Write down your affirmation statements. Will they work for you?
 - a. I can feel good by eating well.
 - b. I will be happier today if I am nice to everyone I see.
- 3. Create a cartoon or write a verse for a song (or find a cartoon or verse) that shows how visualization can give you a positive attitude or outlook on life.

Lesson 2



Lesson 3



Learning Activity 2.6: Factors That Influence School-Related Decisions

Here are some sample responses for this learning activity.

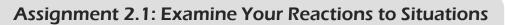
1. State one factor that may influence your decision to do your homework.

Time—I may want to use my time differently.

- 2. List two factors that may influence your decision to take certain courses in school.
 - a. Parents want me to take certain courses.
 - b. Teachers influence me to consider certain professions.

Module 2

Assignments





30 minutes (16 marks)

Complete each of the following statements based on how you would react to the given situations. For each of your reactions, provide examples of statements (representing self-talk, affirmations, or visualization) that you might use to help deal with your feelings and emotions as you strive to be successful. A few examples are provided.

Statement	Reaction	Positive Response
When I do a bad job, I	I don't tell anybody and I hope no one will notice.	"I can do this and will try again."
When someone criticizes me, I	I cry or sulk.	<i>"I accept the criticism and see if I can learn something from it."</i>
When other people laugh at me, I		
When I make an error, I		
When I don't fit in, I		
When I'm unhappy, I		
When I'm lonely, I		
When I feel embarrassed, I		
When I feel angry, I		
When I feel stressed, I		

Remember, you will need to hand in this assignment along with the other assignments from this module.



Assignment 2.2: DECIDE for Yourself

1 hour (15 marks)

In this assignment, you will choose a career path that you are interested in, and complete the following DECIDE model.

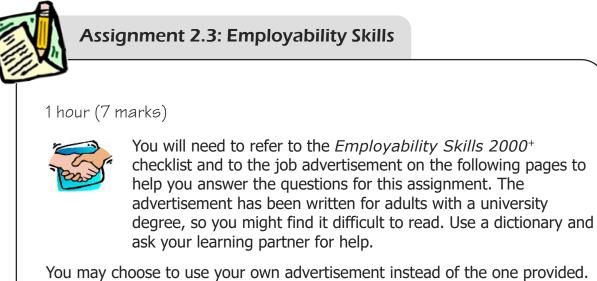
- 1. **D.** Define the topic or problem/issue. (1 mark)
- 2. **E.** Explore the alternatives or options. (What are your choices? Consider education/program choices, financial support, and location. What courses will you need?) (3 marks)
 - a. Choice of university, college, courses, etc.
 - b. Financial support (Would you be able to afford the tuition and other fees? If not, would you be able to get financial aid or work for a year before attending the school?)
 - c. Location (Is the school located close to your home or would you have to leave home in order to attend?)
- 3. **C.** Check alternatives. (List pros and cons for each alternative/option/course choice.) (6 marks)

Options	Pros	Cons
а.		
b.		
С.		

(continued)

Assignment 2.2: DECIDE for Yourself (continued)

- 4. I. Identify values and possible ways that you could organize your high school education. (2 marks)
- 5. **D.** Decide and take action. (Make the best choice.) (1 mark)
- 6. **E.** Evaluate and revise. (You will have to do this continually as you take different classes throughout high school.) (2 marks)



You may choose to use your own advertisement instead of the one provided. Refer to your local newspaper or to the Internet for sample advertisements. Please include a copy of the selected advertisement with this assignment.

(continued)

Assignment 2.3: Employabil	ity Skills (continued)
----------------------------	------------------------

 List **four** skills from the *Employability Skills 2000*⁺ that the employer is looking for. Keep in mind that the wording may not be exactly the same. (2 marks)

- 2. What **three** skills did you find in the advertisement that you think you have? (1.5 marks)
- What two skills did you find that you don't think you have now but would like to gain based on the *Employability Skills 2000*⁺ checklist? (1 mark)
- 4. After consulting the *Employability Skills 2000*⁺ checklist, reading the job advertisement, and answering questions 1 to 3, list **five** employability skills that would likely be common among many different jobs/careers in the field of physical education and health education. (2.5 marks)

Assignment 2.3: Employability Skills (continued)

Employability Skills 2000+

The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.

Fundamental Skills The skills needed as a base for further development	Personal Management Skills The personal skills, attitudes and behaviours that drive one's potential for growth	Teamwork Skills The skills and attributes needed to contribute productively
development You will be better prepared to progress in the world of work when you can: Communicate • read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams) • write and speak so others pay attention and understand • listen and ask questions to understand and appreciate the points of view of others • share information using a range of information and communications tech- nologies (e.g., voice, e-mail, computers) • use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas Manage Information • locate, gather and organize information using appropriate technology and information systems • access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology,	behaviours that drive one's potential for growth You will be able to offer yourself greater possibilities for achievement when you can: Demonstrate Positive Attitudes & Behaviours • feel good about yourself and be confident • deal with people, problems and situations with honesty, integrity and personal ethics • recognize your own and other people's good efforts • take care of your personal health • show interest, initiative and effort Be Responsible • set goals and priorities balancing work and personal life • plan and manage time, money and other resources to achieve goals • assess, weigh and manage risk • be accountable for your actions and the actions of your group • be socially responsible and contribute to your community	 You will be better prepared to add value to the outcomes of a task, project or team when you can: Work with Others understand and work within the dynamics of a group ensure that a team's purpose and objectives are clear be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group recognize and respect people's diversity, individual differences and perspectives accept and provide feedback in a constructive and considerate manner contribute to a team by sharing information and expertise lead or support when appropriate, motivating a group for high performance understand the role of conflict in a group to reach solutions manage and resolve conflict when appropriate
	 Be Adaptable work independently or as a part of a team carry out multiple tasks or projects be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done be open and respond constructively to change learn from your mistakes and accept feedback cope with uncertainty Learn Continuously assess personal strengths and areas for development set your own learning goals identify and access learning sources and opportunities plan for and achieve your learning goals Work Safely 	 appropriate Participate in Projects & Tasks plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes develop a plan, seek feedback, test, revise and implement work to agreed quality standards and specifications select and use appropriate tools and technology for a task or project adapt to changing requirements and information continuously monitor the success of a project or task and identify ways to improve
share knowledge, solve problems and make decisions e evaluate solutions to make recommendations or decisions implement solutions check to see if a solution works, and act on opportunities for improvement	 be aware of personal and group health and safety practices and procedures, and act in accordance with these 	The Conference Board of Canada 255 Smyth Road, Ottawa ON K1H 8M7 Canada Tel. (613) 526-3280 Fax (613) 526-4857 Internet: www.conferenceboard.ca/nbec

(continued)

7

Assignment 2.3: Employability Skills (continued)

Job Advertisement

Sales Representative

A local sporting goods company is looking for a sales representative to cover western Canada.

Location

Winnipeg, Manitoba

Responsibilities

- Manage and develop the business relationship between the company and its current customers.
- Increase the amount of sales to the existing customers in the region.
- Find new customers.
- Expand the company's profile in new areas such as seniors' centres and penal institutions.
- Provide training for recreation technicians.
- Determine which products are not being purchased by different groups.

Education

• A university degree in a related field is preferable.

Knowledge/Skills

- Computer knowledge required (MS Office, Internet).
- Manage time and money effectively to achieve goals.
- Speak so that others pay attention and can understand.
- Listen and ask questions to understand others.
- Work well as a member of a team.

Experience

Must have two to four years of sales experience with similar products.

MODULE 2 SUMMARY

Congratulations! You have completed Module 2 of Grade 9 Physical Education/Health Education.



Submitting Your Assignments

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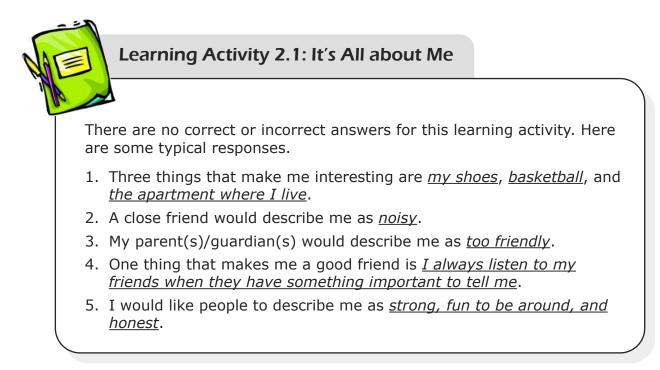
Module 2

Learning Activity Answer Key

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Lesson 1





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There are no correct or incorrect answers for this learning activity. Answers will vary according to each student's strengths, weaknesses, and values.

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Here are some typical responses for this learning activity.

- Do I have a problem that I ignore or do I count on someone else to solve it for me? Explain. <u>I never listen in class and I expect my teacher</u> <u>to repeat herself to tell me what to do</u>.
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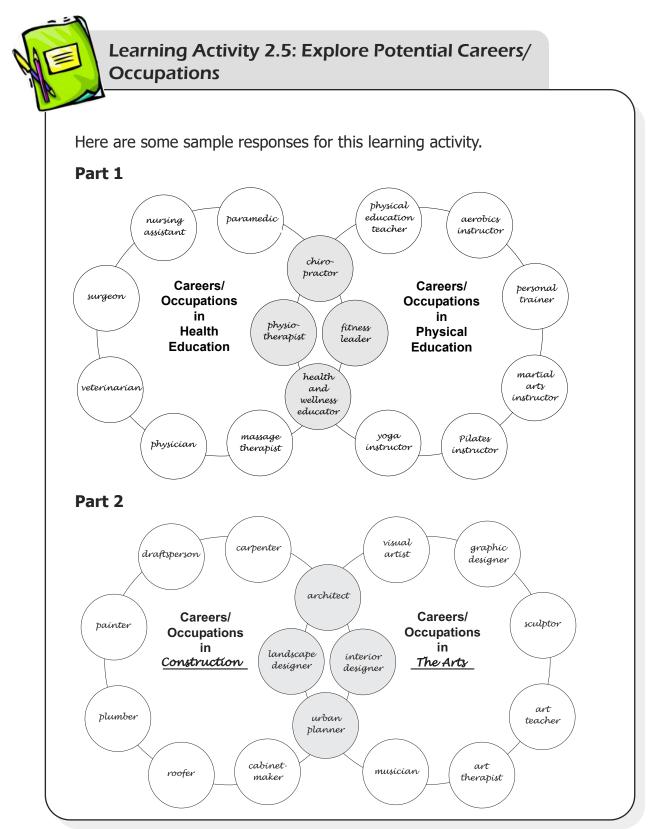


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Lesson 2



Lesson 3



Learning Activity 2.6: Factors That Influence School-Related Decisions

Here are some sample responses for this learning activity.

1. State one factor that may influence your decision to do your homework.

Time—I may want to use my time differently.

- 2. List two factors that may influence your decision to take certain courses in school.
 - a. Parents want me to take certain courses.
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MODULE 3

Muscle Physiology

This module contains the following:

- Introduction
- Lesson 1: Muscle Physiology
- Lesson 2: Skill-Related Fitness Components

Moule 3 Summary

MODULE 3: Muscle Physiology

Introduction

In this module you will learn about the different types of muscle tissue and the role they play in your body. You will also learn which exercises and training methods will help you to develop the muscles you want to work on. In addition, you will learn about specific muscle fibre types that can help you perform certain physical activities more effectively.

In Module 1 the **health-related fitness components** and the **skill-related fitness components** were identified. In this module you will determine your own capacity to perform some of the skill-related fitness components that help you to perform different movement and/or sport skills.

One of the first things you need to do is start Assignment 3.1, which is found in the Assignments section at the end of this module. In the Module 3 Physical Activity Log, you will describe the physical activities in which you will participate during the four weeks you will spend completing Modules 3 and 4. So, start filling in the Log now on a daily basis because it will take you at least four weeks to complete.

Assessment

You will be assessed on your completion of the Module 3 assignments found at the end of this module. At the end of the course, you will write a final examination.

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	Skill-Related Fitness

Notes

LESSON 1: MUSCLE PHYSIOLOGY

Le	sson Focus
Yo	u will show an understanding of
	the structure of a skeletal muscle
	how muscles have different concentrations of various fibre types
	how fibre concentrations contribute to specific types of muscle actions
	how muscles change in response to various types of exercise
Yo	u will be able to
	distinguish between the different roles that muscles play
	differentiate between skeletal muscle fibre types
_	

Introduction

This lesson will give you an opportunity to develop your understanding of the different types of muscles. You will learn about the structure of skeletal muscle and the skeletal muscle fibre types and how they relate to muscular development.



Assignment 3.1: Module 3 Physical Activity Log

Remember that your Physical Activity Log is evidence of your participation in the physical activities that you identified in Assignment 1.2 of Module 1. In your Log, you need to describe the physical activities you will be taking part in over the next four weeks, so it will take you at least that long to finish it. Better get started now! Assignment 3.1 is found in the Assignments section at the end of this module. You will submit the completed assignment to the Distance Learning Unit when you have finished Module 4.

Types of Muscles

We use muscles to move. What is being moved is determined by the muscle that is working. Humans have three different kinds of muscles:

- 1. **Heart muscle**, also called **cardiac muscle**, makes up the wall of the heart. The heart beats, on average, about 70 times per minute, pumping (moving) about five litres of blood to the body in that same time. The contraction of cardiac muscle is **not** under voluntary control. In other words, it is **not** under your control. You don't make your heart beat; it beats automatically.
- 2. **Smooth muscle** is found in the walls of all the hollow organs of the body (except the heart). Its contraction reduces the size of these structures. The contraction of smooth muscle is **not** under voluntary control. Smooth muscle
 - regulates the flow (movement) of blood in the arteries
 - moves food along through the gastrointestinal tract
 - expels (moves) urine from the urinary bladder
 - sends (moves) babies out into the world from the uterus
 - regulates the flow (movement) of air through the lungs
- 3. **Skeletal muscle**, as its name implies, is the muscle attached to the skeleton. It is also called **striated** (or striped) **muscle** because it looks striped under a microscope (look at the graphic). When skeletal muscles are working they move body parts by pulling on the bones to which they are attached. The contraction of skeletal muscle is under voluntary control.



Anatomy of Skeletal Muscles

A muscle is actually made up of a number of units, each unit consisting of smaller units. Each unit of a muscle is encased in connective tissue, which holds that unit together much like the plastic covering of an electrical cord holds the wires together.

The structure of a muscle has the following components:

- A muscle is made up of numerous **bundles** (fascicle).
- Each bundle contains many **fibres**.
- Each fibre contains lots of **myofibrils**.

A **myofibril** is a single muscle cell and represents the smallest unit of a muscle. Physically, myofibrils range in size from microscopic to a few centimetres. The muscle cell is densely packed with proteins, energy stores, and signalling mechanisms that cause the muscle to contract. The myofibril requires systems for using energy (glucose and fat), which allow it to do its work (contract).

A single skeletal muscle is attached to a large area of bone by a **tendon**. This area of attachment is referred to as the **origin**. At its other end it tapers into a glistening white **tendon** and attaches to a different bone, thereby crossing a joint. This end is called the **insertion**.

The area of insertion is pulled toward the area of origin when the muscle contracts or gets shorter, thereby decreasing the angle of the joint. The decreasing angle results in movement. Since skeletal muscle only exerts force when it contracts, a second muscle is usually needed to return the joint to its original position unless gravity is used as the force to do so. These muscles are called **antagonistic pairs**.

Example: The **biceps** muscle bends the elbow and the **triceps** straightens it.

Together, the biceps and triceps make up an **antagonistic pair** of muscles. Similar pairs working antagonistically across other joints provide for almost all the movement of the skeleton.

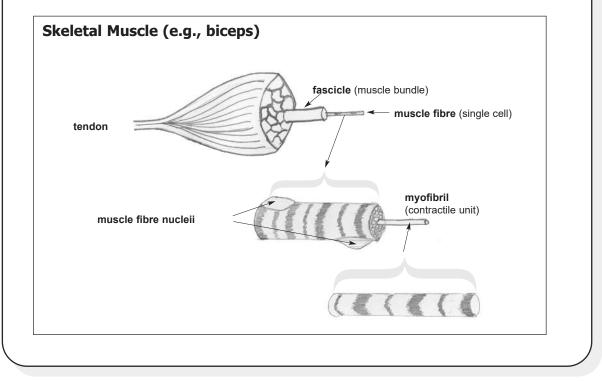
Learning Activity 3.1: Skeletal Muscle Model

This learning activity will give you the chance to create a model of a skeletal muscle and label each of its individual units. You may use any materials that will illustrate the units of a muscle. Label the model clearly and include a brief explanation of the different parts.

Labelling should include

- muscle
- tendon
- muscle bundle or fascicle
- muscle fibre
- myofibril

You could start by bundling together materials such as string or wire (elastic works well) and wrapping them in plastic cling wrap. If you are unable to create a model, you could draw a colour picture of a skeletal muscle. First, find a colour picture on the Internet or in a textbook and use it as a model for your picture.



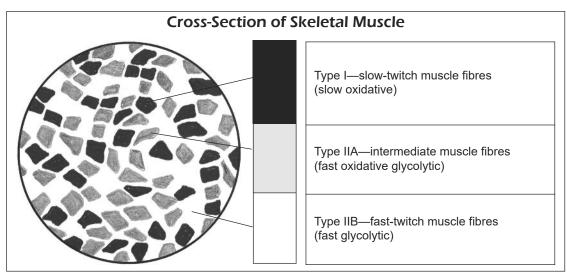
Skeletal Muscle Fibre Types

All skeletal muscles are composed of a blend of three different types of muscle fibres:

- 1. **Type I** or **slow-twitch muscle fibres** (also known as **slow oxidative**): These are smaller, have more blood flow (therefore more oxygen), have less immediately available fuel sources, and contract less quickly and with less force than fast-twitch muscle fibres. Their nerves conduct more slowly. They are important for endurance activities.
- 2. **Type IIA** or **intermediate muscle fibres** (also known as **fast oxidative glycolytic**): These are classified as fast-twitch muscle fibres but are able to take on the characteristics of slow-twitch fibres through specific training. They are more like fast-twitch fibres but, like slow-twitch fibres, have more blood flow.
- 3. **Type IIB** or **fast-twitch muscle fibres** (also known as **fast glycolytic**): These are larger, faster conducting, have less blood flow, have more immediately available fuel sources, have larger nerves activating them, and can contract more rapidly and with more force than slow-twitch muscle fibres. These are important for strength and speed activities.

Everyone's skeletal muscles include a blend of these three different types of muscle fibres. For most people this blend is made up of equal amounts of fast-twitch and slow-twitch muscle fibres (remember that intermediate fibres are classified as fast-twitch). However, there is a great difference when it comes to elite athletes. Olympic marathon runners have as much as 80 percent slow-twitch fibres in their leg muscles, while Olympic sprinters have as much as 70 percent fast-twitch fibres in their leg muscles.

The illustration below shows the cross-section of a skeletal muscle. The fibres have been shaded to show the distribution of slow-twitch, intermediate, and fast-twitch fibres.



An athlete can become more successful in a sport when his or her most abundant muscle type is matched with the type of performance required. People with more fast-twitch muscle fibres are likely to be better at sports that require sprinting and jumping, which are movements that are brief, yet powerful. On the other hand, people with more slow-twitch muscle fibres are better suited to endurance activities such as long-distance running.

Which fibre types would you think are dominant in the arms of rowers and in the legs of football receivers, cross-country skiers, and hockey players?

Below is a comparison chart showing the characteristics of the three muscle fibre types.

Muscle Fibre Types			
Type Characteristics	Slow-Twitch Muscle Fibre Type I (SO—slow oxidative)	Intermediate Muscle Fibre Type IIA (FOG—fast oxidative glycolytic)	Fast-Twitch Muscle Fibre Type IIB (FG—fast glycolytic)
Colour	red	pale red to white	white
Resistance to fatigue	high	moderate	low
Speed of contraction	slow	fast	very fast
Aerobic capacity	high	moderate	low
Anaerobic capacity	low	high	high
Strength and power	low power output	high power output	highest power output
Most active during	long-distance running/swimming/ cycling	weight lifting, constant activity that includes starts and stops	short sprints, explosive jumping

References:

Temertzoglou, Ted, and Paul Challen. *Exercise Science: An Introduction to Health and Physical Education*. Toronto, ON: Thompson Educational Publishing, 2003.

Wilmore, Jack H., and David L. Costill. Physiology of Sport and Exercise. 3rd ed. Windsor, ON: Human Kinetics, 2004.

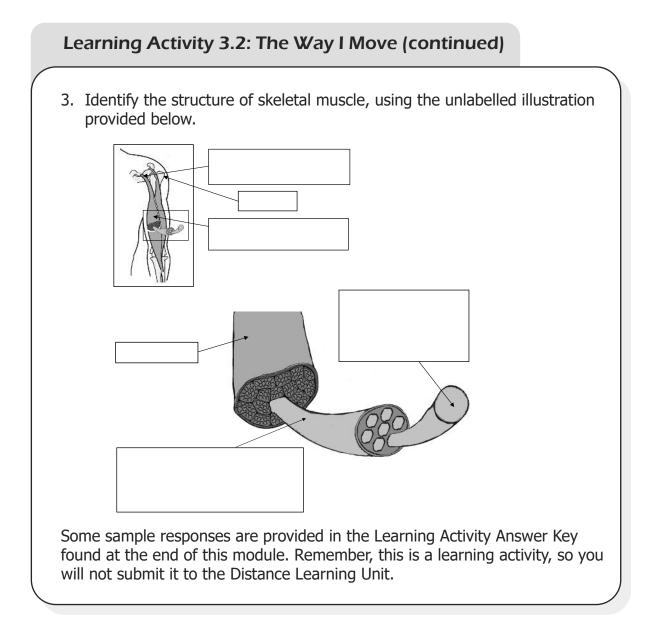


Learning Activity 3.2: The Way I Move

 Read the list of activities/sports in the chart below. Identify what type of muscle fibres would play the largest role in the body part used by placing a check mark (✓) in the applicable column. Give **five** reasons for your selections.

Activity/Sport	Slow-Twitch Muscle Fibres	Fast-Twitch Muscle Fibres	Reasons
Running a marathon			
ifting weights			
Canoeing			
Throwing a discus			
Playing soccer			
Sprinting			
Cross-country skiing			
Backpacking			
Shovelling snow			
Pushing a car out of a rut			
three skeletal r		ypes.	nct points about each of the
Type IIA:			

Type IIB: ______



Summary

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Now you should have a better understanding of how a skeletal muscle is constructed and why we are all able to perform at different levels. The muscles of the body create the movement that allows you to do the activities you enjoy. The strength and endurance of skeletal muscles are dependent upon the slow- or fast-twitch fibre composition of the muscles, and how much and what type of exercise they get in various activities.

By completing your first full-length Physical Activity Log, you will develop an accurate picture of how active you really are over a four-week period. This will help you to know yourself better.

LESSON 2: SKILL-RELATED FITNESS COMPONENT

Yo	ou will show an understanding of
	the nature of the skill-related fitness components
	the importance of a high level of ability in each component as it relates to specific sport performance
Yo	ou will be able to
	identify the skill-related fitness components of specific activities differentiate between skill-related and health-related fitness components

Introduction

In previous years you learned about the health-related fitness components: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. You will now learn about the skill-related fitness components. Did you know that every activity requires at least one skill component and usually more than one? Some people are born with abilities in these areas and are often referred to as **natural athletes**.

The skill-related fitness components are agility, balance, coordination, power, speed, and reaction time. They enable you to perform the skills needed in certain sports and to perform everyday tasks. For example, tennis requires agility, coordination, speed, and reaction time. Running up a flight of stairs requires agility, balance, and power.

Improving any of the skill-related fitness components requires regular training that is specific to a given component. Fitness training also enhances the health-related fitness components that are needed to perform skills at an even higher level. As with the health-related fitness components, you need to work on the skill-related fitness components to stay at a high level of ability.

How the skills or abilities are combined usually determines the level of performance in a particular sport. Note also that a high level of fitness in the health-related components may make skill acquisition easier. One cannot improve skill well if one is fatigued or lacking in strength or flexibility.

How Do the Skill-Related Fitness Components Work?

Let's take a brief look at each skill-related fitness component to see how it works:

- Agility: Agility is the ability to change position and direction quickly, with accuracy, and without loss of balance. Agility is dependent upon strength, speed, balance, and coordination.
- Balance: Balance refers to the ability to control or stabilize one's equilibrium while moving (dynamic

Practice does not make perfect, practice makes permanent...perfect practice makes perfect.

The ABCs (agility, balance, and coordination) of skill-related fitness are commonly referred to as the ability to change direction quickly and to move as efficiently as possible with minimal energy expenditure. These three components can be improved or developed through developmental training programs, specific exercises or drills, and regular sports participation.

Some experts contend that strength is the most important factor in agility since a stronger body moves with more ease and efficiency. Flexibility is most important to balance and coordination in that it increases one's range of motion. Agilitytype drills should involve a number of direction changes, place the performer in a variety of body positions, and be of short duration so fatigue does not become a factor.

balance) or while stationary (static balance). Balance depends on the integration of visual input, information from structures found in the inner ear, and sensors in the muscles that indicate how hard and in what direction one is moving.

- Coordination: Coordination is the ability to combine the movements of various body parts (e.g., arms, legs, hands, feet, head, torso) into smooth, fluid motion. Coordination is achieved through the repetition of a skill that eventually makes the movement automatic. Movements done in the wrong sequence appear awkward and uncoordinated. Practising and repeating a skill with the wrong movement will lead to the formation of a habit that will be hard to change.
- Power: Power is the application of strength and speed during a muscular movement. *Power = force x velocity* and has to do with the speed of the contraction of a muscle against less than maximal resistance. Power is related to movement time. If you decrease the time it takes to do a particular movement, you will increase power.

Power is displayed in many activities in different ways.

Examples:

- a golfer driving a ball
- a batter hitting a baseball
- a football player tackling a receiver
- a gymnast performing a giant swing on the high bar

Some individuals generate more power by improving their strength, while others rely more on improving speed.

Speed: Speed is the ability to move one's body and/or body parts as quickly as possible in the shortest amount of time. Speed is the rate of movement, or the amount of time it takes for a body or an object to travel between two points. Speed usually refers to running speed (e.g., sprints in track or football). However, speed can be performed as leg speed (in soccer kicking), arm speed (in throwing a baseball), and body speed or acceleration (in gymnastics).

Total speed includes reaction time and movement time (the interval from the beginning to the end of the movement). Speed may be improved with appropriate strength training. Speed requires the expenditure of a large amount of energy in a short time period. Age is a factor in attaining speed. Without practice, speed diminishes quickly by our late 20s.

Reaction time: Reaction time is the time it takes to react or respond to stimuli that one hears, sees, or feels; the time from stimulation to the start of the movement (e.g., a 100-metre sprinter reacting to the starter's gun to push off out of the blocks). Reaction time enables the performer to move faster, which can affect other skill components, such as speed and power. Reaction time can be improved through the use of many developmental programs, such as strength and speed improvement. Many drills involving sight, sound, and touch will also help improve reaction time.



Assignment 3.2: Skill-Related Fitness

Have you ever considered what skill-related fitness components are necessary for successfully performing the skills in your favourite sports or activities? You will do so as you complete Assignment 3.2, which is found in the Assignments section at the end of this module.



Learning Activity 3.3: Quiz–Components of Physical Fitness

Multiple Choice

Read each question or statement below and select one response from the choices presented. Circle the letter of the choice that best answers the question or completes the statement.

- 1. Which of the following is a health-related aspect of fitness?
 - a. reaction time
 - b. coordination
 - c. speed
 - d. balance
 - e. strength
- 2. Which of the following is a skill-related aspect of physical fitness?
 - a. body composition
 - b. agility
 - c. cardiovascular fitness
 - d. strength
 - e. flexibility
- 3. The ability to transfer energy explosively into force is
 - a. agility
 - b. strength
 - c. power
 - d. speed
 - e. coordination
- 4. The ability of the body to perform smoothly and successfully more than one motor task at the same time is
 - a. balance
 - b. speed
 - c. power
 - d. agility
 - e. coordination

(continued)

16

- 5. The maintenance of equilibrium while stationary or while moving is termed
 - a. balance
 - b. coordination
 - c. agility
 - d. strength
 - e. poise
- 6. The ability to change rapidly the position of the entire body in space with speed and accuracy is termed
 - a. coordination
 - b. transfer
 - c. agility
 - d. balance
- 7. ______ is the range of motion possible at a given joint.
 - a. flexibility
 - b. elasticity
 - c. angular momentum
 - d. permeability
 - e. rigidity
- 8. Which of the following is NOT an aspect of health-related fitness?
 - a. flexibility
 - b. muscular strength and endurance
 - c. cardiovascular endurance
 - d. balance
- 9. Cardiovascular endurance is the most important component of
 - a. skill-related fitness
 - b. health-related fitness
 - c. motor coordination
 - d. flexibility

- 10. Success in athletic events is most related to
 - a. high levels of health-related fitness
 - b. cardiovascular fitness
 - c. dietary fitness
 - d. high levels of skill-related fitness

11. A health-related physical fitness component is

- a. muscular strength
- b. agility
- c. coordination
- d. flexibility
- e. both a and d above are correct
- 12. For successful performance in athletic events, which of the following is most important?
 - a. flexibility
 - b. cardiovascular fitness
 - c. skill-related fitness
 - d. none of the above answers is correct
- 13. Which of the following is a skill-related component of physical fitness?
 - a. bilateral control
 - b. speed
 - c. visual motor control
 - d. none of the above answers is correct
- 14. The ability to integrate the nervous and muscular systems to produce correct, graceful, and harmonious body movements is
 - a. balance
 - b. flexibility
 - c. coordination
 - d. dexterity

- 15. Power can be assessed using the
 - a. sit-up
 - b. push-up
 - c. standing long-jump
 - d. hand-grip strength test

16. Reaction time is

- a. the time required to initiate a response to a given stimulus
- b. the time required to complete a response to a given stimulus
- c. the time required to notice a stimulus
- d. none of the above answers is correct
- 17. In relation to performing a wide variety of skills, individuals with good skill-related fitness tend to
 - a. do poorly and learn slowly
 - b. do better and learn faster
 - c. have little advantage
 - d. none of the above answers is correct
- 18. To avoid a fall, which three components will help you most?
 - a. power, speed, and agility
 - b. reaction time, dexterity, and flexibility
 - c. balance, agility, and reaction time
 - d. response speed, bilateral coordination, and fitness
- 19. Good skill-related fitness is important for
 - a. prevention of disease
 - b. development of the cardiovascular system
 - c. development of adequate muscular strength
 - d. successful performance in athletic events

- 20. Which of the following is NOT a skill-related component of physical fitness?
 - a. strength
 - b. agility
 - c. balance
 - d. speed
- 21. The development of most skill-related fitness components
 - a. demands a high degree of cardiovascular endurance
 - b. requires hours of work almost daily
 - c. is task-specific
 - d. is the same for almost every individual
- 22. Skill-related fitness is determined to a large extent by
 - a. the level of cardiovascular endurance
 - b. hereditary factors
 - c. maximal oxygen uptake
 - d. muscular endurance
- 23. Good skill-related fitness
 - a. may help people cope more effectively in emergency situations
 - b. helps people achieve greater enjoyment and success in lifetime sports
 - c. can help minimize the risk of injury
 - d. all the above answers are correct
- 24. Coordination is defined as the ability to
 - a. integrate the nervous and muscular systems to produce correct, graceful, and harmonious body movements
 - b. change body position and direction quickly and efficiently
 - c. maintain the body in proper equilibrium throughout the task being performed
 - d. propel the body or a part of the body rapidly from one point to the other

25. The skill-related component of _	wo	ould b	be of	greatest	benefit
to a shot putter.					

- a. power
- b. agility
- c. strength
- d. speed

26. The two components of power are

- a. speed and force
- b. force and endurance
- c. endurance and speed
- d. none of the above answers is correct

Short Answer

27. List the **six** skill-related components of physical fitness.

28. List the **five** health-related components of physical fitness.

29. Why should more importance be placed on the health-related components of physical fitness than on the skill-related components?

30. How will you use each of the six skill-related fitness components in your Physical Activity Plan?
Compare your answers to those provided in the Learning Activity Answer Key

Summary

In this lesson you learned about how skill-related fitness components (agility, balance, coordination, power, speed, and reaction time) relate to physical activity performance.

MODULE 3 SUMMARY

Congratulations! You have completed Module 3 of Grade 9 Physical Education/Health Education.



Filing Your Assignments

You will **not** submit your Module 3 assignments to the Distance Learning Unit at this time. You will keep them until you have completed Module 4. At that time, you will submit your Module 3 and Module 4 assignments 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.

Module 3 Review Questions

Use the following questions to help you assess what you learned in Module 3.

Lesson 1

- 1. What are the component parts of a skeletal muscle?
- 2. How and why are muscle fibres different?
- 3. How does the composition of a muscle change over time in response to specific activities?

Lesson 2

- 4. What are the skill-related fitness components?
- 5. What does each component contribute to performance?

Notes

MODULE 3

Learning Activity Answer Key

MODULE 3 LEARNING ACTIVITY ANSWER KEY

Lesson 1

Learning Activity 3.1: Skeletal Muscle Model

No answer key is provided for this learning activity.

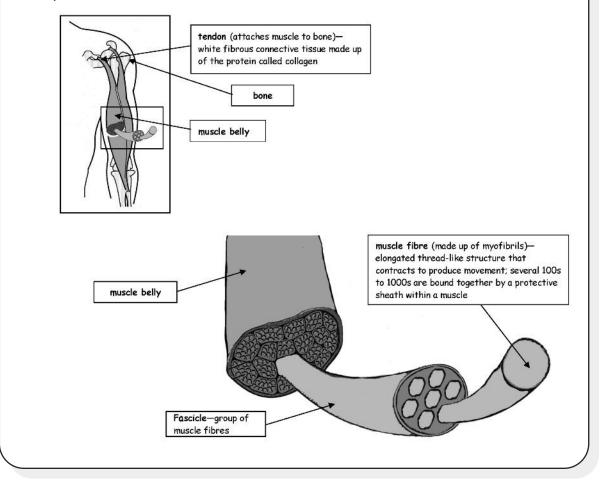
Learning Activity 3.2: The Way I Move

 Read the list of activities/sports in the chart below. Identify what type of muscle fibres would play the largest role in the body part used by placing a check mark (✓) in the applicable column. Give **five** reasons for your selections.

The Way I Move: Muscle Chart					
Activity/Sport	Slow-Twitch Muscle Fibres	Fast-Twitch Muscle Fibres	Reasons		
Running a marathon	1		1. All the activities in which slow-twitch muscle fibres have the greatest role		
Lifting weights		\checkmark	take place over a longer period of time and are generally done at a constant		
Canoeing	1		and below-maximum rate. 2. Slow-twitch muscle fibres play a majo		
Throwing a discus		1	role in aerobic activities due to their oxidative capacity.		
Playing soccer	\checkmark	\checkmark	<i>3.</i> All the activities in which fast-twitch muscle fibres are selected are of		
Sprinting		\checkmark	shorter duration and require speed and strength.		
Cross-country skiing	<i>✓</i>		<i>4. The activities that have both muscle fibres selected are of start-and-stop</i>		
Backpacking	√		varieties that are done over a longer period of time. These activities are		
Shovelling snow	\checkmark	\checkmark	generally considered anaerobic.		
Pushing a car out of a rut		1	<i>5. Fast-twitch fibres play a significant role in near-maximum activities.</i>		



- 2. In your own words, write two clear, distinct points about each of the three skeletal muscle fibre types. One sample answer is provided for each question.
 - Type I: <u>They are smaller.</u>
 - Type IIA: <u>They are classified as fast-twitch muscle fibres.</u>
 - Type IIB: <u>They are larger.</u>
- 3. Identify the structure of skeletal muscle, using the unlabelled illustration provided below.





Multiple Choice

Read each question or statement below and select one response from the choices presented. Circle the letter of the choice that best answers the question or completes the statement.

- 1. Which of the following is a health-related aspect of fitness?
 - a. reaction time
 - b. coordination
 - c. speed
 - d. balance
 - e. strength
- 2. Which of the following is a skill-related aspect of physical fitness?
 - a. body composition
 - b. agility
 - c. cardiovascular fitness
 - d. strength
 - e. flexibility
- 3. The ability to transfer energy explosively into force is
 - a. agility
 - b. strength
 - c. power
 - d. speed
 - e. coordination
- 4. The ability of the body to perform smoothly and successfully more than one motor task at the same time is
 - a. balance
 - b. speed
 - c. power
 - d. agility
 - e. coordination

5. The maintenance of equilibrium while stationary or while moving is termed

a. balance

- b. coordination
- c. agility
- d. strength
- e. poise
- 6. The ability to change rapidly the position of the entire body in space with speed and accuracy is termed
 - a. coordination
 - b. transfer
 - c. agility
 - d. balance

7. ______ is the range of motion possible at a given joint.

a. flexibility

- b. elasticity
- c. angular momentum
- d. permeability
- e. rigidity
- 8. Which of the following is NOT an aspect of health-related fitness?
 - a. flexibility
 - b. muscular strength and endurance
 - c. cardiovascular endurance
 - d. balance
- 9. Cardiovascular endurance is the most important component of
 - a. skill-related fitness
 - b. health-related fitness
 - c. motor coordination
 - d. flexibility

- 10. Success in athletic events is most related to
 - a. high levels of health-related fitness
 - b. cardiovascular fitness
 - c. dietary fitness

d. high levels of skill-related fitness

- 11. A health-related physical fitness component is
 - a. muscular strength
 - b. agility
 - c. coordination
 - d. flexibility

e. both a and d above are correct

- 12. For successful performance in athletic events, which of the following is most important?
 - a. flexibility
 - b. cardiovascular fitness
 - c. skill-related fitness
 - d. none of the above answers is correct
- 13. Which of the following is a skill-related component of physical fitness?
 - a. bilateral control
 - b. speed
 - c. visual motor control
 - d. none of the above answers is correct
- 14. The ability to integrate the nervous and muscular systems to produce correct, graceful, and harmonious body movements is
 - a. balance
 - b. flexibility
 - c. coordination
 - d. dexterity

- 15. Power can be assessed using the
 - a. sit-up
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 - c. standing long-jump
 - d. hand-grip strength test
- 16. Reaction time is
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 - c. the time required to notice a stimulus
 - d. none of the above answers is correct
- 17. In relation to performing a wide variety of skills, individuals with good skill-related fitness tend to
 - a. do poorly and learn slowly

b. do better and learn faster

- c. have little advantage
- d. none of the above answers is correct
- 18. To avoid a fall, which three components will help you most?
 - a. power, speed, and agility
 - b. reaction time, dexterity, and flexibility

c. balance, agility, and reaction time

- d. response speed, bilateral coordination, and fitness
- 19. Good skill-related fitness is important for
 - a. prevention of disease
 - b. development of the cardiovascular system
 - c. development of adequate muscular strength
 - d. successful performance in athletic events

20. Which of the following is NOT a skill-related component of physical fitness?

a. strength

- b. agility
- c. balance
- d. speed
- 21. The development of most skill-related fitness components
 - a. demands a high degree of cardiovascular endurance
 - b. requires hours of work almost daily
 - c. is task-specific
 - d. is the same for almost every individual
- 22. Skill-related fitness is determined to a large extent by
 - a. the level of cardiovascular endurance

b. hereditary factors

- c. maximal oxygen uptake
- d. muscular endurance
- 23. Good skill-related fitness
 - a. may help people cope more effectively in emergency situations
 - b. helps people achieve greater enjoyment and success in lifetime sports
 - c. can help minimize the risk of injury
 - d. all the above answers are correct

24. Coordination is defined as the ability to

- a. integrate the nervous and muscular systems to produce correct, graceful, and harmonious body movements
- b. change body position and direction quickly and efficiently
- c. maintain the body in proper equilibrium throughout the task being performed
- d. propel the body or a part of the body rapidly from one point to the other

- 25. The skill-related component of ______ would be of greatest benefit to a shot putter.
 - a. power
 - b. agility
 - c. strength
 - d. speed
- 26. The two components of power are
 - a. speed and force
 - b. force and endurance
 - c. endurance and speed
 - d. none of the above answers is correct

Short Answer

27. List the **six** skill-related components of physical fitness.

agility, balance, coordination, power, speed, and reaction time

28. List the **five** health-related components of physical fitness.

cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition

29. Why should more importance be placed on the health-related components of physical fitness than on the skill-related components?

Developing a higher level of fitness in the health-related components leads to health benefits related to the prevention of inactivity diseases, injuries, and mental and emotional conditions.

30. How will you use each of the **six** skill-related fitness components in your Physical Activity Plan?

Open-response question—Did you make accurate component/activity connections and give clear explanations?

Module 3

Assignments



(30 marks)

Introduction

You will complete a Physical Activity Log and a Wellness Journal for Modules 3, 5, and 7 in this course and submit it to the Distance Learning Unit at the end of the following modules. In other words, when you have finished Module 4, you will submit your Log for Module 3.

In completing your Log, you will have three challenges:

- 1. Participate in physical activity for 30 minutes each day.
- 2. Develop healthy habits and active patterns of living.
- 3. Persevere when you are tempted to become inactive.

Use your Log to record and to keep track of all the physical activities that you do while taking this course. The information will help you to set personal goals related to the type, frequency, intensity, and duration of an activity. The format of the Log will evolve with each module. By keeping track of the data, you will develop skills to help you become self-reliant in health-related fitness activities.

Directions

To complete this Log, simply use the chart on the following pages to list the physical activities that you have taken part in since you started this course. These activities should add up to at least **18 hours**. You can include a variety of physical activities, such as going for a walk, playing volleyball, skateboarding, cleaning house, vacuuming, trapping, or golfing. You will use the Wellness Journal to reflect on your participation in physical activities.

Assessment

This assignment is worth 30 marks. You will be assessed only on how **well** you have completed the Physical Activity Log. You will **not** be assessed on the content of your Log.

Assignment 3.1: Module 3 Physical Activity Log (continued)

	Assessment Rubric
23 to 30 marks	 The Physical Activity Log lists at least 18 hours of physical activity. All the answers to the Wellness Journal questions are well organized, complete, and make sense.
16 to 22 marks	 The Physical Activity Log lists at least 18 hours of physical activity. Some of the answers to the Wellness Journal questions are organized, complete, and make sense.
15 or fewer marks	 The Physical Activity Log lists fewer than 18 hours of physical activity. The answers to the Wellness Journal questions are poorly organized, incomplete, and do not make sense.

(continued)

Physical Activity Log

Here is a sample Physical Activity Log. Use it to help you complete your Log on the next page.

Date	Activity	Duration		Intensity	1
Date	Activity	Duration	Light	Moderate	Vigorous
Sept. 15, 2010	Walked to school	20 min.	V		
	Mowed the lawn	30 min.		V	
Sept. 17, 2010	Went jogging	1 hour			V
Total Time (in hours)	1 hr. 50 min.			

I certify that my son/daughter has completed the physical activities recorded on this chart.

Parent/guardian signature	J. Yellowquill	Date	December 12, 2010
Student signature	Tia Yellowquill	Date	December 10, 2010

Module 3 Physical Activity Log

You will complete your Log for Modules 3, 5, and 7. You should list at least 18 hours of physical activity in each Log. That way, all three Logs will total about 55 hours, which is the goal for this course. (An example is provided.) Make sure that you total your time at the bottom of the **Duration** column.

Date	Activity	Duration	Light Moderate Vigorous			
Date	Activity	Duration	Light	Moderate	Vigorous	
<u> </u>				-		
				1		
ļ						

Date	Activity Duration		Intensity Moderate	,	
Date	Activity	Duration	Light	Moderate	Vigorous
T - 4 - 1 T ' -					
Total Time	(in hours)				

Module 3 Physical Activity Log (continued)

I certify that my son/daughter has completed the physical activities recorded on this chart.

Parent/guardian signature _____

Date	
-	

Student signature _____

Date			

Wellness Journal

START	STOP	CONTINUE
What do I need to start	doing (or revise) to help me re	each my physical activity goals? W
What do I need to stop Why?	doing that is preventing me fro	om reaching my physical activity g
What do I need to conti	i nue doing to help me reach m	y physical activity goals? Why?
For this submission I a	nm very proud of	

7



Assignment 3.2: Skill-Related Fitness

30 minutes (15 marks)

Directions

For this assignment, you will complete the Skill-Related Fitness chart on the following page.

- In the first column of the chart, list three of your favourite sports or activities.
- In the second column, list the skill-related fitness components required to perform the skills for each sport or activity successfully.
- In the last column, indicate how the components contribute to performance in each sport or activity.

Each of the three sports or activities is worth a total of 5 marks. For each sport or activity, you can earn up to

- 2 marks for identifying the skill-related fitness components associated with the sport or activity
- 3 marks for offering a reasonable explanation for how the components contribute to the performance of the sport or activity

An example is provided.

Assignment 3.2: Skill-Related Fitness (continued)

	Skill-Related Fitness						
Sport or ActivitySkill-Related Fitness ComponentsContribution to Sport Perform							
Example: Golf	coordinationbalancepower	A golfer needs to maintain good balance throughout the swing in order to achieve maximum power and accuracy. Coordination is needed to make precise contact with the bal					
1.							
2.							
3.							

MODULE 3 SUMMARY

Congratulations! You have completed Module 3 of Grade 9 Physical Education/Health Education.



Filing Your Assignments

You will **not** submit your Module 3 assignments to the Distance Learning Unit at this time. You will keep them until you have completed Module 4. At that time, you will submit your Module 3 and Module 4 assignments 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.

Module 3 Review Questions

Use the following questions to help you assess what you learned in Module 3.

Lesson 1

- 1. What are the component parts of a skeletal muscle?
- 2. How and why are muscle fibres different?
- 3. How does the composition of a muscle change over time in response to specific activities?

Lesson 2

- 4. What are the skill-related fitness components?
- 5. What does each component contribute to performance?

Notes

MODULE 3

Learning Activity Answer Key

MODULE 3 LEARNING ACTIVITY ANSWER KEY

Lesson 1

Learning Activity 3.1: Skeletal Muscle Model

No answer key is provided for this learning activity.

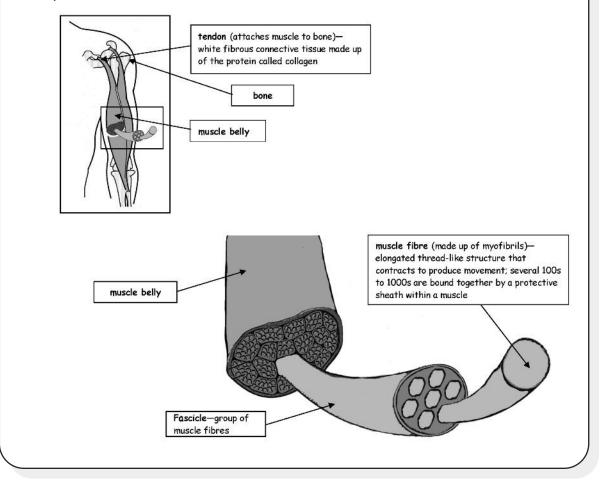
Learning Activity 3.2: The Way I Move

 Read the list of activities/sports in the chart below. Identify what type of muscle fibres would play the largest role in the body part used by placing a check mark (✓) in the applicable column. Give **five** reasons for your selections.

The Way I Move: Muscle Chart					
Activity/Sport	Slow-Twitch Muscle Fibres	Fast-Twitch Muscle Fibres	Reasons		
Running a marathon	1		1. All the activities in which slow-twitch muscle fibres have the greatest role		
Lifting weights		\checkmark	take place over a longer period of time and are generally done at a constant		
Canoeing	1		and below-maximum rate. 2. Slow-twitch muscle fibres play a majo		
Throwing a discus		1	role in aerobic activities due to their oxidative capacity.		
Playing soccer	\checkmark	\checkmark	<i>3.</i> All the activities in which fast-twitch muscle fibres are selected are of		
Sprinting		\checkmark	shorter duration and require speed and strength.		
Cross-country skiing	<i>✓</i>		<i>4. The activities that have both muscle fibres selected are of start-and-stop</i>		
Backpacking	√		varieties that are done over a longer period of time. These activities are		
Shovelling snow	\checkmark	\checkmark	generally considered anaerobic.		
Pushing a car out of a rut		1	<i>5. Fast-twitch fibres play a significant role in near-maximum activities.</i>		



- 2. In your own words, write two clear, distinct points about each of the three skeletal muscle fibre types. One sample answer is provided for each question.
 - Type I: <u>They are smaller.</u>
 - Type IIA: <u>They are classified as fast-twitch muscle fibres.</u>
 - Type IIB: <u>They are larger.</u>
- 3. Identify the structure of skeletal muscle, using the unlabelled illustration provided below.





Multiple Choice

Read each question or statement below and select one response from the choices presented. Circle the letter of the choice that best answers the question or completes the statement.

- 1. Which of the following is a health-related aspect of fitness?
 - a. reaction time
 - b. coordination
 - c. speed
 - d. balance
 - e. strength
- 2. Which of the following is a skill-related aspect of physical fitness?
 - a. body composition
 - b. agility
 - c. cardiovascular fitness
 - d. strength
 - e. flexibility
- 3. The ability to transfer energy explosively into force is
 - a. agility
 - b. strength
 - c. power
 - d. speed
 - e. coordination
- 4. The ability of the body to perform smoothly and successfully more than one motor task at the same time is
 - a. balance
 - b. speed
 - c. power
 - d. agility
 - e. coordination

5. The maintenance of equilibrium while stationary or while moving is termed

a. balance

- b. coordination
- c. agility
- d. strength
- e. poise
- 6. The ability to change rapidly the position of the entire body in space with speed and accuracy is termed
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 - b. transfer
 - c. agility
 - d. balance

7. ______ is the range of motion possible at a given joint.

a. flexibility

- b. elasticity
- c. angular momentum
- d. permeability
- e. rigidity
- 8. Which of the following is NOT an aspect of health-related fitness?
 - a. flexibility
 - b. muscular strength and endurance
 - c. cardiovascular endurance
 - d. balance
- 9. Cardiovascular endurance is the most important component of
 - a. skill-related fitness
 - b. health-related fitness
 - c. motor coordination
 - d. flexibility

- 10. Success in athletic events is most related to
 - a. high levels of health-related fitness
 - b. cardiovascular fitness
 - c. dietary fitness

d. high levels of skill-related fitness

- 11. A health-related physical fitness component is
 - a. muscular strength
 - b. agility
 - c. coordination
 - d. flexibility

e. both a and d above are correct

- 12. For successful performance in athletic events, which of the following is most important?
 - a. flexibility
 - b. cardiovascular fitness
 - c. skill-related fitness
 - d. none of the above answers is correct
- 13. Which of the following is a skill-related component of physical fitness?
 - a. bilateral control
 - b. speed
 - c. visual motor control
 - d. none of the above answers is correct
- 14. The ability to integrate the nervous and muscular systems to produce correct, graceful, and harmonious body movements is
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- 15. Power can be assessed using the
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 - c. standing long-jump
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 - d. none of the above answers is correct
- 17. In relation to performing a wide variety of skills, individuals with good skill-related fitness tend to
 - a. do poorly and learn slowly

b. do better and learn faster

- c. have little advantage
- d. none of the above answers is correct
- 18. To avoid a fall, which three components will help you most?
 - a. power, speed, and agility
 - b. reaction time, dexterity, and flexibility

c. balance, agility, and reaction time

- d. response speed, bilateral coordination, and fitness
- 19. Good skill-related fitness is important for
 - a. prevention of disease
 - b. development of the cardiovascular system
 - c. development of adequate muscular strength
 - d. successful performance in athletic events

20. Which of the following is NOT a skill-related component of physical fitness?

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- b. agility
- c. balance
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 - a. demands a high degree of cardiovascular endurance
 - b. requires hours of work almost daily
 - c. is task-specific
 - d. is the same for almost every individual
- 22. Skill-related fitness is determined to a large extent by
 - a. the level of cardiovascular endurance

b. hereditary factors

- c. maximal oxygen uptake
- d. muscular endurance
- 23. Good skill-related fitness
 - a. may help people cope more effectively in emergency situations
 - b. helps people achieve greater enjoyment and success in lifetime sports
 - c. can help minimize the risk of injury
 - d. all the above answers are correct

24. Coordination is defined as the ability to

- a. integrate the nervous and muscular systems to produce correct, graceful, and harmonious body movements
- b. change body position and direction quickly and efficiently
- c. maintain the body in proper equilibrium throughout the task being performed
- d. propel the body or a part of the body rapidly from one point to the other

- 25. The skill-related component of ______ would be of greatest benefit to a shot putter.
 - a. power
 - b. agility
 - c. strength
 - d. speed
- 26. The two components of power are
 - a. speed and force
 - b. force and endurance
 - c. endurance and speed
 - d. none of the above answers is correct

Short Answer

27. List the **six** skill-related components of physical fitness.

agility, balance, coordination, power, speed, and reaction time

28. List the **five** health-related components of physical fitness.

cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition

29. Why should more importance be placed on the health-related components of physical fitness than on the skill-related components?

Developing a higher level of fitness in the health-related components leads to health benefits related to the prevention of inactivity diseases, injuries, and mental and emotional conditions.

30. How will you use each of the **six** skill-related fitness components in your Physical Activity Plan?

Open-response question—Did you make accurate component/activity connections and give clear explanations?

MODULE 4

Social Management

This module contains the following:

- Introduction
- Lesson 1: Developing Meaningful Relationships

- Lesson 2: Conflict Resolution
- Lesson 3: Anger Management
- Module 4 Summary

Module 4: Social Management

Introduction

Do you find some people hard to get along with? Do you find it difficult to control your anger? Do you know what to do in a conflict situation? This module will teach you some skills and strategies to deal with these situations.

In Module 2 you learned about personal management. You learned about your strengths, weaknesses, and values, and how they contribute to your physical and emotional well-being. In Module 4 you will learn about social management. Social management is building meaningful relationships with the important people in your life. These people may include

- parents or guardians
- brothers and sisters
- close friends
- boyfriends or girlfriends
- wives or husbands
- co-workers
- people in your community



You will work with two learning partners in Lesson 2. A learning partner is optional in Lesson 3.

Assessment

You will be assessed on your completion of the Module 4 assignments found at the end of this module. At the end of the course, you will write a final examination.

When you complete Module 4, you will submit your Module 3 assignments and 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 4.1	Developing Meaningful Relationships
2	No Assignment	
3	No Assignment	

LESSON 1: DEVELOPING MEANINGFUL RELATIONSHIPS

Yo	ou will show an understanding of
	the effects of conflict as it relates to developing meaningful relationships
Yo	ou will be able to
	demonstrate ways to treat others for the development of meaningful relationships
	demonstrate the use of interpersonal skills and behaviours and values when developing close, meaningful relationships

Introduction

It's important to get along well with those around us. Although it is good to be alone from time to time, we can gain great rewards from having close relationships. Through meaningful relationships we become more sensitive to our own needs and wants, as well as those of others. We acquire faith and trust in others. We learn what we can do for others. We also develop a greater awareness of when we are experiencing love, joy, anger, and so on.

Healthy relationships allow for individuality, bring out the best in people, and invite personal growth. Considering the ideas of others, even if they are different from ours, leads to creative and effective approaches to solving problems and building healthy relationships.

Developing meaningful relationships can also be scary. Getting close to others, sharing our joys, sorrows, needs, wants, affections, and excitements, carries certain risks. Some people fear pain and disappointment, others fear showing who they really are, and still others may feel they will be judged. Think of some people with whom you have meaningful relationships right now. Did you think about your parents or guardians, best friend, sibling, or neighbour? What behaviours do you think make these relationships meaningful? What makes them different from other relationships that are not special? As you read on, you will learn more about qualities or interpersonal skills that contribute to developing meaningful relationships.

Interpersonal Skills and Behaviours

Interpersonal skills are defined as behaviours that build positive relationships. These behaviours relate to

- showing respect and consideration for the rights and feelings of every human being
- communicating verbally and non-verbally in an appropriate manner
- using inclusive and thoughtful language
- showing support, encouragement, affection, understanding, and forgiveness
- listening carefully to others and acknowledging the ideas and opinions of others
- being responsible for making and fulfilling commitments

There are many different influences that affect our behaviour, and behaviour is something that we can change. Even before we are born, our genes influence some of our personality traits. When we are young, our environment and the way our parents or guardians teach us certain manners (e.g., how to be nice, polite, and considerate of others) influence or change our behaviours.

As we grow older, we learn which behaviours are appropriate and which are inappropriate in certain situations. Sometimes, we decide that our behaviour is inappropriate by discovering

- habits that may be socially unacceptable in some situations (e.g., being late)
- actions we think go unnoticed (e.g., not being willing to help)
- other things about us that might affect people in the wrong way (e.g., being sarcastic)

When we discover these types of things, we change them in order to improve our relationships with those around us. It may not always be easy to control or to change our behaviours, but it is possible. Learning Activity 4.1: Interpersonal Skills and Behaviours

The checklist in the table below will help you to think about your interpersonal skills and behaviours.

 Use the plus sign (+) or a check mark (✓) to show whether the interpersonal skills and behaviours listed in the table below are important (+) or slightly important (✓) in your relationships with the people listed at the top of each column. For example, if you feel that the ability to accept flaws is important in your relationships with your friends (and in your friends' relationships with you), write a plus sign in that column.

+ = Impo	rtant	ant ✓ = Slightly Important				
Interpersonal Skills/Behaviours	Friends	Parent(s)/ Guardian(s)	Brother(s)/ Sister(s)	Teachers	Neighbou	
Helpfulness						
Honesty						
Understanding						
Ability to accept flaws						
Reliability						
Supportiveness						
Ability to forgive						
Thoughtfulness						
Respectfulness						
Good listening skills						
Kindness						
Patience						
Generosity						
Sensitiveness						
Loyalty						
Sincerity						
Consideration						

(continued)

Learning Activity 4.1: Interpersonal Skills and Behaviours (continued)

- 2. After completing the table, answer the following questions:
 - a. What do you have more of, plus signs or check marks?
 - b. What does that tell you about the importance of interpersonal skills and behaviours in your relationships with the people around you?

Interpersonal Skills and Values

Can you remember your parents or guardians teaching you some of the interpersonal skills discussed in this lesson? How do the universal values (honesty, equity, responsibility, justice, respect, consideration, and commitment), addressed in Module 2, Lesson 1, apply to relationships? Remember that values are the standards or rules that you choose to live by.

All cultures emphasize certain values. Module 2, Lesson 1, identifies the seven teachings of the Aboriginal community: wisdom, love, respect, courage, honesty, humility, and truth. Do you think these teachings relate to interpersonal relationships?



Assignment 4.1: Developing Meaningful Relationships

Now it's time to complete Assignment 4.1, which is found in the Assignments section at the end of this module. This assignment is about using interpersonal skills to build and maintain healthy/meaningful relationships.

Summary

You have had a chance to assess your own interpersonal skills. Over the next few weeks, try out some of the skills to see whether they make a difference in your relationships with others.

LESSON 2: CONFLICT RESOLUTION

Les	son Focus
Yo	u will show an understanding of
	the effects of conflicts and the importance of seeing all sides of issues in developing meaningful relationships
Yo	u will be able to
	demonstrate the use of conflict-resolution strategies in win/win, win/lose, and lose/lose situations
	apply conflict-resolutions strategies for understanding different perspectives and points of view

Introduction

In the previous lesson you learned about building meaningful relationships. To maintain those relationships, you need to know how to deal properly with conflict. Conflicts are disagreements between groups of any size, ranging from two people to entire countries. They can start over something very minor and grow into disputes larger than either side ever intended. Remember, however, that conflicts and disagreements are normal in healthy relationships and that not all conflicts are harmful.

The purpose of this lesson is to examine the effects of conflict and the use of conflict-resolution strategies that contribute to building meaningful relationships.

Addressing Conflict

A positive result of conflict is that people have the opportunity to come together and work out problems. Negative results of conflict include hurt feelings, broken trust, anger, frustration, blaming of others, withdrawal, and revenge. Conflicts are handled in both constructive and destructive ways:

- **Constructive** ways to address conflict include
 - listening to all opinions before making a judgment
 - trying to understand the other person's point of view
 - discussing the issue (talking it out)
 - having a face-to-face conversation with a mediator present (A mediator is a specially trained person who helps others to resolve their conflicts constructively.)
 - seeking understanding
- Destructive ways to address conflict include
 - criticizing people for their opinions
 - blaming others
 - saying or doing hurtful things

To start this lesson, you will complete a short learning activity that will help you think about how you handle conflict in your life.

Learning Activity 4.2: How Do I Handle Conflict?

For each statement below, place a check mark (\checkmark) in the column that best describes how you normally react when you are involved in a conflict. As you read the different options, think about how effective they are.

When I'm involved in a conflict with somebody else, I tend to	Most of the Time	Sometimes	Rarely	Never
 ignore it and hope that it will resolve itself without getting involved myself 				
 get a third person (like my parents or a teacher) to resolve it without getting involved myself 				
 get a third person to resolve it with me 				
 try to understand the other person's point of view 				
 accept the differences between me and the other person 				
 attack the problem instead of the person 				
 work out a solution that everybody is happy with 				
 give in a little, as long as the other person does, too 				
 try my hardest to win, regardless of the other person 				

Learning Activity 4.3: Finding a Constructive Solution

Now that you have thought about how you handle conflict, you will learn about finding constructive solutions to conflicts.

Work with your learning partner to complete the following tasks.

1. Choose one of the following suggested scenarios (A, B, or C):

- A. Two people are attracted to the same person.
- *B.* Two friends are trying out for the same position on a school team.
- *C.* Your teammates have voted you to be co-captain. You share the responsibility with someone you do not get along with.

Or, if you wish, develop your own scenario involving potential conflict.

- 2. Analyze your chosen scenario, suggesting possible effects that the conflict could create.
- 3. Identify three **destructive** ways to deal with the conflict.
- 4. Identify three **constructive** ways to deal with the conflict, keeping in mind the goal of developing and maintaining meaningful personal and/or team relationships.

As you continue this lesson, see whether the ways to deal with conflict that you have identified are the same as the ones you are reading about.

Six Steps in Resolving Conflict

When resolving a conflict, the main focus is on respecting yourself and the other people involved. Listen with an open mind, be tolerant, and honour your values and those of others. The following general steps can be followed to help resolve any type of conflict:

- 1. Take time to calm down and think over solutions.
- 2. Take turns when discussing the conflict. Let each person have a chance to speak.
- 3. Listen very carefully to each other and ask for clarification so that each person understands the other's point of view.
- 4. Find as many solutions as possible.
- 5. Come to a mutual agreement on a solution that may benefit both sides.
- 6. Follow up to see whether the solution worked for each person.

Three Conflict-Resolution Strategies

Conflict resolution is the process of solving a disagreement or conflict in a manner that generally satisfies everyone involved. Three strategies that are used to resolve conflicts are identified below:

- 1. **Negotiation and compromise:** The individuals or parties communicate among themselves, which may result in a compromise.
- 2. **Mediation or arbitration:** A trained third party helps to work out a solution and suggests it to the parties in the conflict.
- 3. **Adjudication:** Someone (e.g., a school administrator) or something (e.g., a court of law) with authority determines a binding solution on the two parties.

Strategy 1: Negotiation and Compromise

Minor conflicts can often be resolved by negotiation, which may result in compromise. Negotiation is the most common and often the best way to resolve conflict. It includes only the people involved. The negotiation process involves talking, listening, considering the other person's point of view, compromising if necessary, and creating a plan. When preparing for negotiation, make sure the issue is important to you, check the facts, remind yourself of your goal, and rehearse what you want to say. Six steps to take when negotiating are listed below:

- 1. Select a time and place suited to working out problems.
- 2. Work together toward a solution.
- 3. Keep an open mind.
- 4. Be flexible.
- 5. Take responsibility for your role in the conflict.
- 6. Give the other person an "out." (If the other person is feeling uncomfortable, suggest meeting at another time or place.)

Negotiation often results in compromise. Compromise involves a little "give and take" from both parties. In some cases, both parties will take turns getting what they want in order to compromise. Both sides are willing to give up a little of what they wanted. So if you want to go to a certain movie, and your friend wants to go to a different one, you can compromise by going to one movie today and the other movie next week. Sometimes it is easy to compromise but sometimes it is not. In some situations compromise may not be an option (depending on values), or it may be inappropriate for someone to compromise too much. For those situations you can try other conflictresolution strategies.

Example: Two students regularly argue with each other in class, disrupting the other students. On some occasions, they threaten to hit each other.

At one point, one of the students tells the other one that they should stop arguing, before they get sent to the principal's office. They see each other after school. They listen to each other and find out the cause of their conflict. They apologize for their inappropriate behaviour and make a commitment to stop arguing and threatening.

The two students are the only ones who have had input into the solution. They are also the only ones responsible for keeping their side of the agreement.



In this learning activity you will practise reaching a compromise. Fill in the blanks below with a word that best describes the halfway point between the two opposites. One example is provided.

Examples:	Black	Grey	White
	Heavy		Light
	Excellent		Poor
	Tight		Baggy
	Best		Worst
	Hot		Cold

You may have found that it's not always easy to find a word to fill in the blank. Compromise is like that. Sometimes you will find an easy compromise, and at other times you will have to be really creative.

Strategy 2: Mediation or Arbitration

The mediation or arbitration process includes not only those people involved in the conflict, but a third person who acts as mediator (or arbitrator). A mediator is a specially trained person who helps others to resolve their conflicts constructively. Mediation sessions usually take place at a neutral place (e.g., guidance counsellor's office) and are kept strictly confidential. The process has well-defined ground rules that are set and explained by the mediator. The mediator listens to each side of the conflict and then summarizes to increase clarity. When an agreement is made, both parties might sign it.

Example: Two students regularly argue with each other in class, disrupting the rest of the students. On some occasions, they threaten to hit each other.

The situation becomes so serious that the guidance counsellor becomes involved. After meeting with the students in his office, the guidance counsellor helps the students find the underlying cause of their conflict.

The students identify the underlying cause, apologize for their inappropriate behaviour, and make a commitment to stop arguing and threatening each other. Both students have had input into the solution and are responsible for keeping their side of the agreement.

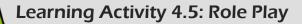
Strategy 3: Adjudication

Adjudication is defined as making a formal judgment on a disputed matter. It is a process where a legal entity, like a court of law, pronounces a final and binding judgment. "Binding" means that both parties involved must follow the decision. It includes not only those people involved in the conflict, but also those individuals who are part of the system, like the judge in a court or the principal of a school.

Example: Two students regularly argue with each other in class, disrupting the rest of the students. On some occasions, they threaten to hit each other.

The situation becomes so serious that the school principal becomes involved. After meeting with the students in her office, the principal moves one student to a different class so that the two students will not be together in the same room.

The two students have had no input at all into the decision and the principal's judgment is final and binding.





You will have to work with **two** learning partners to complete the tasks for this learning activity.

- 1. Create a scenario of a conflict situation.
- 2. Work with one of your learning partners (A) to decide whether you should use negotiation/compromise, mediation/arbitration, or adjudication to resolve the conflict. Do not inform the second learning partner (B) of your choice.
- 3. Role-play the solution with learning partner A.
- 4. Have learning partner B guess which strategy you used to resolve the conflict.

Three Results of Conflict Resolution

Conflict-resolution strategies can have three different types of results:

- Win/win: Both sides are satisfied with the result. This is obviously the most desirable result, and the one that we should strive for.
- Win/lose: One side is satisfied with the result and the other side is not.
- Lose/lose: Neither side is satisfied with the result.



	ead the following definitions (and examples) of three results of nflict resolution. Then create your own example.
1.	Win/win: Both sides are satisfied with the result.
	Example: You and a friend are planning to go to a movie and decide that today you will go to a movie you want to see and th next day you will watch a movie your friend wants to see. My example:
2.	 Win/lose: One side is satisfied with the result and the other si is not. Example: You and a friend are planning to go to a movie and t only time you can both go is today, and your friend insists on going to the movie only she or he wants to see. My example:
3.	Lose/lose: Neither side is satisfied with the result. Example: You and a friend are planning to go to a movie and y
	cannot come to an agreement on the movie you both want to se so you decide not to go at all.
	My example:

Learning	Activity	4.7:	Conflict	Resolution	
Lean mig	/ CLIVILY	T . / .	Connict	Resolution	

Read the following scenario carefully and then answer the questions in the space provided.

Scenario: When your teacher assigns a group project in class, your best friend and you agree to work together on it. As time goes on, however, your friend keeps on making excuses. In spite of all your pestering, your friend ends up doing absolutely nothing.

- 1. Give an example of how this scenario could have a **win/win** result.
- 2. Give an example of how this scenario could have a **win/lose** result.
- 3. Give an example of how this scenario could have a **lose/lose** result.
- 4. Give an example of a **negotiated** solution.
- 5. Give an example of a **mediated** solution.
- 6. Give an example of an **adjudicated** solution.

Once you have answered the questions, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.

Summary

As you work through the rest of Module 4, you will continue to learn conflict-resolution skills that will help you build healthy, meaningful relationships. Conflict affects our emotions, making us feel angry, sad, frustrated, and so on. Strong emotions such as anger can interfere with the conflict-resolution process. In the next lesson you will learn about managing anger.

Les	sson Focus
Yo	u will show an understanding of
	potential triggers that arouse angry feelings
	the differences between angry feelings and angry actions
Yo	u will be able to
	recognize physical responses to feelings of anger
	examine how to manage anger in constructive ways
	demonstrate strategies and skills to deal with emotional issues and situations
	and situations

Introduction

In the previous lesson you learned how conflict-resolution skills can help you enjoy better relationships with those around you. In this lesson you will learn another set of skills that will help you do the same thing. You will learn about anger management.

Anger is a powerful emotion that cannot be ignored. Whenever you are angry, your anger is expressed — either consciously or unconsciously. Even if you try to hide your anger, it will somehow come out. But you do have the choice of expressing it in either healthy or unhealthy ways. If you don't know how to express anger in a healthy way, you may end up acting abusively.

Think about the last time you felt angry. How did your body respond? Although everyone responds to anger in different ways, common physical responses to anger include

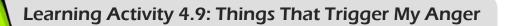
- tense muscles
- flushed face
- changes in breathing
- increased heart rate
- shaking
- stomach ache
- headache

- dry mouth
- difficulty speaking
- clenched fists
- increased level of adrenaline
- sweating
- difficulty speaking or stuttering
- numbness

It is important that you know how your own body responds to anger. It is
also important to know what makes you angry so that you are better able to
manage those situations. To help you understand your response to anger,
complete the following learning activity.

1	
Jo	t down one or two points for each question below.
1.	Think about an event that happened in the recent past that made you very angry. If you don't want to use an actual event, make up an event that might have happened.
	What about this event made you angry?
	Who was present?
2.	How did your body react (e.g., tense muscles, blushing)?
3.	How did you react at first?
	What did you say?
	What did you do?
	 Were your reactions positive or negative? Why?
4.	Did you react differently later?
	How?
5.	 In this situation, was this the best way for you to react? Why or why not?
6.	How could your reaction have been better?
7.	Is there any way to change the situation now?
	What could you do?

Throughout this lesson you will be looking at how to handle anger and develop a process for responding to situations that may make you or someone else angry.



Rate the level of anger (from "Not Angry" to "Very Angry") you might feel in response to each situation listed below. Place a check mark (\checkmark) in the applicable column.

	Situation	Not Angry Very Angry					
		1	2	3	4	5	
1.	Somebody hits me.						
2.	Somebody lies to me.						
3.	Somebody disappoints me.						
4.	Somebody breaks a promise to me.						
5.	Somebody interferes with my plans.						
6.	Somebody causes me to be late for something that is really important.						
7.	Somebody is mean to someone else or is bullying someone.						
8.	Somebody else gets credit for something I did.						
9.	Somebody humiliates me.						
10	Somebody insults me.						
11	Somebody humiliates me in front of others.						
12	I do something embarrassing.						
13	I have to do a chore I really don't want to do.						
14	I'm expected to do something I can't do.						
15	I'm stuck with somebody I don't like.						
16	I have to work with people who don't do their part.						
17	I have to follow rules that don't make sense to me.						

Can you think of other things that trigger your anger? If so, jot them down here:

How You Respond to Anger

As you think about how you react to different anger triggers, you need to remember that nothing can make you react in a certain way. When something has triggered your anger, you choose how you are going to react. Here are three types of choices that you can remember by the letters I, C, and E:

- **I. Ignore:** You can ignore the situation or ignore your feelings. The problem will not get resolved and your anger will be expressed in unhealthy ways.
- **C. Communicate:** You can communicate how you feel in a healthy way and try to solve the problem. The problem will be resolved or managed and your anger will be expressed in healthy ways.
- **E. Explode:** You can explode by screaming, threatening, or attacking. The problem will get worse and somebody will get hurt.

Eleven Anger-Management Strategies

People respond to anger in different ways and they manage anger in various ways. Below is a list of anger-management strategies that you may want to try when you are angry. You may also use this list to help you when you are doing Assignment 4.3 at the end of this lesson.

- 1. **Relax:** Use relaxation strategies, such as deep breathing and visualizing relaxing imagery, to help calm down angry feelings.
- 2. Write: Write down your feelings on a piece of paper or in a journal and reflect on what made you feel angry. If your anger is directed at a person, you could write a letter to that person. Once you have finished writing the letter, you could destroy it, indicating that you want to move on.
- 3. **Recognize your triggers:** Realize what situations make you angry and minimize the time you spend in those situations.
- 4. **Clarify your feelings:** Express thoughts and feelings using appropriate words rather than cursing and swearing.
- 5. **Take time:** Count to 10. If you are still angry, count to 100. This will give you some time to think before acting and possibly doing something destructive.
- 6. **Solve the problem:** Develop a plan, and check your progress along the way. Try to resolve the situation to the best of your ability, but also try not to punish yourself if a solution doesn't come right away.
- 7. **Communicate effectively:** Don't say the first thing that comes into your head; slow down and think carefully about what you want to say. At the same time, listen carefully to what the other person is saying and take your time before answering. Stop, look, and listen.

- 8. **Use humour:** Silly humour can help defuse anger in a number of ways, but be careful. Not everyone responds the same way to humour in tense situations.
- 9. **Find physical release:** Look for ways to release physical energy in a safe and controlled manner. Go for a run. Walk. Shoot baskets.
- 10. Use positive "self" statements: Tell yourself things like,
 - "This is not worth getting upset about."
 - "Don't sweat the small stuff."
 - "This is going to be OK."
 - "I can do this."
- 11. **Walk away:** Sometimes the best thing to do is to remove yourself physically from the situation that is causing you to be angry. Just changing your location might give you a better outlook on the issue at hand.

Learning Activity 4.10: Stopping Violence

A learning partner is optional for this learning activity. 1. Trace one hand on a blank piece of paper. Identify five of the angermanagement strategies that work best for you (e.g., relax, write, recognize your triggers) and write one strategy on each of the four fingers and the thumb. You might even come up with an angermanagement strategy that is not on the list. 2. Once you have listed five strategies, repeat the same activity with your other hand, using other strategies. Or, you could have your learning partner complete the activity. Either way, you will end up with two hand traces and 10 strategies. 3. If you find that you have duplicate strategies on your combined hands, you will have to come up with new strategies so that each of the 10 strategies is unique. 4. From the 11 anger-management strategies listed on the previous pages, choose the one that you feel you are the most likely to use when you are angry. 5. In one paragraph, explain exactly how you could use that strategy as an alternative to aggression and violence.

Learning Activity 4.11: Anger Management

In this learning activity, you will first be given two scenarios. Read them carefully and then answer the questions in the space provided. You will then create your own scenario and answer questions about it. Use what you learned in Module 4, Lessons 2 and 3, about steps and strategies for dealing with conflict and managing anger.

- 1. **Scenario 1:** Your younger sister is mad at you because she believes you do not have as many household chores to do as she does. While you are talking on the phone with your best friend, your sister intentionally interrupts you.
 - a. What could trigger your anger in the scenario?
 - b. How would your sister's anger make you feel?
 - c. Use one of the 11 anger-management strategies to describe how this conflict could be resolved constructively.
- 2. **Scenario 2:** A classmate always seems to be angry with you and constantly calls you hurtful names.
 - a. How could you find out what is the cause of the anger in the scenario?
 - b. How would you probably feel?
 - c. Use one of the 11 anger-management strategies to describe how this conflict could be resolved constructively.

(continued)

	'our Own Scenario: Create a scenario using past experience r make up a story.
_	
— Т	hen answer the following questions.
a	. What triggered the person's anger?
b	. Explain the angry person's point of view.
C.	. How did it make the victimized person feel?
d	. Use one of the 11 anger-management strategies to describe how thi conflict could be resolved constructively.

Summary

Throughout this lesson you have examined the meaning of anger, explored physical signs of, and responses to anger, and learned about angermanagement strategies. The scenarios helped you to think through the ways you might react to different anger situations, leaving you better prepared for dealing with these emotions should they occur. Practising techniques such as relaxing, clarifying feelings (similar to positive self-talk), and communicating effectively will help you when chaotic, stressful, or angry times come your way.

MODULE 4 SUMMARY

Congratulations! You have completed Module 4 of Grade 9 Physical Education/Health Education.



Submitting Your Assignments

It is now time for you to submit your Module 3 and Module 4 assignments 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 Modules 3 and 4 assignments and organize your material in the following order:

- Modules 3 and 4 Cover Sheet (found at the end of the course Introduction)
- Assignment 3.1: Module 3 Physical Activity Log*
- Assignment 3.2: Skill-Related Fitness
- Assignment 4.1: Developing Meaningful Relationships
- * Note: Before you submit your completed assignments, make sure that you and your parent/guardian have signed all the applicable forms included in the assignment(s).

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

Module 4 Review Questions

Use the following questions to help you assess what you learned in Module 4. These questions will help you to prepare for the final examination that you will write at the end of this course.

Lesson 1

1. What are the interpersonal skills that are needed to develop close, meaningful relationships?

Lesson 2

- 2. How should you treat others so that you can develop meaningful relationships?
- 3. Explain the differences between win/win, win/lose, and lose/lose situations.
- 4. Explain how understanding different perspectives and points of view helps to resolve conflicts.

Lesson 3

5. From the 11 anger-management strategies, choose the five that you feel work best for you.

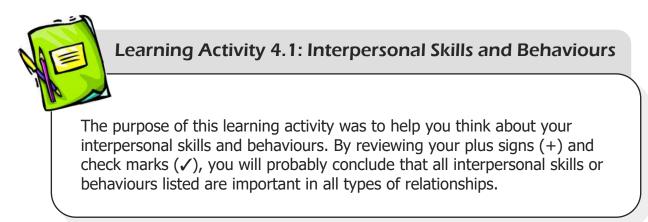
MODULE 4

Learning Activity Answer Key

MODULE 4 LEARNING ACTIVITY ANSWER KEY

Since many of the questions in the learning activities ask for opinions or give you the chance to reflect on something, answer keys are not provided for all the learning activities.

Lesson 1



Lesson 2

Learning Activity 4.4: Compromise

Here are some suggested answers for this learning activity.

Examples:	Black	Grey	White
	Heavy	Average	Light
	Excellent	Good	Poor
	Tight	Good Fit	Baggy
	Best	Satisfactory	Worst
	Hot	Warm	Cold

Learning Activity 4.7: Conflict Resolution

Read the following scenario carefully and then answer the questions in the space provided.

Scenario: When your teacher assigns a group project in class, your best friend and you agree to work together on it. As time goes on, however, your friend keeps on making excuses. In spite of all your pestering, your friend ends up doing absolutely nothing.

1. Give an example of how this scenario could have a **win/win** result.

You both sit down and agree to do an equal share of the project.

2. Give an example of how this scenario could have a **win/lose** result.

You end up doing all the work; therefore, you lose and your friend wins by getting marks for a project without having done any of the work.

3. Give an example of how this scenario could have a **lose/lose** result.

You refuse to do any extra work for your friend and you and your friend both get a poor mark on the project.

4. Give an example of a **negotiated** solution.

You agree to finish this group project and your friend agrees to complete the next group project.

5. Give an example of a **mediated** solution.

The school guidance counsellor meets with you and your friend and guides the two of you in finding a solution.

6. Give an example of an **adjudicated** solution.

The teacher insists that both you and your friend complete equal parts of the project or leads both of you through a discussion that helps you to reach this agreement. Lesson 3



Learning Activity 4.11: Anger Management

In this learning activity, you will first be given two scenarios. Read them carefully and then answer the questions in the space provided. You will then create your own scenario and answer questions about it. Use what you learned in Module 4, Lessons 2 and 3, about steps and strategies for dealing with conflict and managing anger.

- 1. **Scenario 1:** Your younger sister is mad at you because she believes you do not have as many household chores to do as she does. While you are talking on the phone with your best friend, your sister intentionally interrupts you.
 - a. What could trigger your anger in the scenario?

My sister is jealous because I don't have to do as many chores as she does. So that's why she interrupts me when I'm on the phone.

b. How would your sister's anger make you feel?

Well, if this was really my sister, I wouldn't really care. I would only be mad at her because she interrupts the conversation when I'm on the phone.

c. Use one of the 11 anger-management strategies to describe how this conflict could be resolved constructively.

I guess I could tell my mom to give me the same amount of chores as my sister so my sister wouldn't be jealous and wouldn't interrupt me when I'm on the phone.

- 2. **Scenario 2:** A classmate always seems to be angry with you and constantly calls you hurtful names.
 - a. How could you find out what is the cause of the anger in the scenario?

I could ask what I did wrong. This might explain why that person is so mad at me, and maybe I could change whatever I did wrong so my classmate would stop calling me hurtful names.

(continued)

Learning Activity 4.11: Anger Management (continued)

b. How would you probably feel?

If this was actually happening to me, I would be really hurt because I hate it when people are mad at me, especially if I don't know what I did wrong or why someone is being so mean to me.

c. Use one of the 11 anger-management strategies to describe how this conflict could be resolved constructively.

I could say if you hate me so much, then don't talk to me. Just ignore me. You don't have to call me names. You could just stop talking to me all together.

3. Your Own Scenario: Create a scenario using past experiences, or make up a story.

Then answer the following questions.

- a. What triggered the person's anger? See answer **a** in Scenario 1 as an example.
- b. Explain the angry person's point of view. *Try to describe the root of the anger. For example, the person may have felt humiliated or disrespected.*
- c. How did it make the victimized person feel? For example, did the person feel annoyed or afraid?
- d. Use one of the 11 anger-management strategies to describe how this conflict could be resolved constructively.

The strategies are found at the end of Module 4, Lesson 3. See answer **c** in Scenarios 1 and 2 as examples.

Module 4

Assignment

 provided. 1. Select a person with whom you have developed a positive relations (e.g., parent, friend, teacher, neighbour, community). List five interpersonal skills you think were important in developing this meaningful relationship. Explain your answer in complete sentence (5 marks) 2. This time, select a relationship that you would like to improve. List interpersonal skills you consider important but are missing in this relationship that would make it more meaningful and/or healthier. your answer in complete sentences. (3 marks) 	 Select a person with whom you have developed a positive relationsh (e.g., parent, friend, teacher, neighbour, community). List five interpersonal skills you think were important in developing this meaningful relationship. Explain your answer in complete sentences (5 marks) This time, select a relationship that you would like to improve. List t interpersonal skills you consider important but are missing in this relationship that would make it more meaningful and/or healthier. E your answer in complete sentences. (3 marks) What might somebody say are your five best interpersonal skills? Were the sentences interpersonal skills? 	30) minutes (13 marks)
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Notes

MODULE 4 SUMMARY

Congratulations! You have completed Module 4 of Grade 9 Physical Education/Health Education.



Submitting Your Assignments

It is now time for you to submit your Module 3 and Module 4 assignments 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 Modules 3 and 4 assignments and organize your material in the following order:

- Modules 3 and 4 Cover Sheet (found at the end of the course Introduction)
- Assignment 3.1: Module 3 Physical Activity Log*
- Assignment 3.2: Skill-Related Fitness
- Assignment 4.1: Developing Meaningful Relationships
- * Note: Before you submit your completed assignments, make sure that you and your parent/guardian have signed all the applicable forms included in the assignment(s).

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

Module 4 Review Questions

Use the following questions to help you assess what you learned in Module 4. These questions will help you to prepare for the final examination that you will write at the end of this course.

Lesson 1

1. What are the interpersonal skills that are needed to develop close, meaningful relationships?

Lesson 2

- 2. How should you treat others so that you can develop meaningful relationships?
- 3. Explain the differences between win/win, win/lose, and lose/lose situations.
- 4. Explain how understanding different perspectives and points of view helps to resolve conflicts.

Lesson 3

5. From the 11 anger-management strategies, choose the five that you feel work best for you.

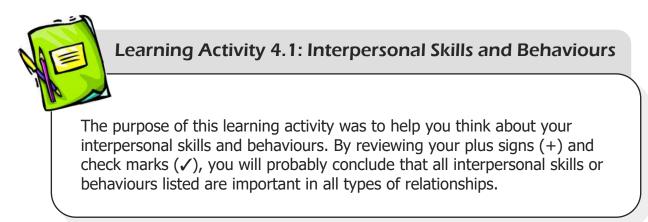
MODULE 4

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Lesson 2

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- 1. **Scenario 1:** Your younger sister is mad at you because she believes you do not have as many household chores to do as she does. While you are talking on the phone with your best friend, your sister intentionally interrupts you.
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 - a. How could you find out what is the cause of the anger in the scenario?

I could ask what I did wrong. This might explain why that person is so mad at me, and maybe I could change whatever I did wrong so my classmate would stop calling me hurtful names.

(continued)

Learning Activity 4.11: Anger Management (continued)

b. How would you probably feel?

If this was actually happening to me, I would be really hurt because I hate it when people are mad at me, especially if I don't know what I did wrong or why someone is being so mean to me.

c. Use one of the 11 anger-management strategies to describe how this conflict could be resolved constructively.

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3. Your Own Scenario: Create a scenario using past experiences, or make up a story.

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- a. What triggered the person's anger? See answer **a** in Scenario 1 as an example.
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The strategies are found at the end of Module 4, Lesson 3. See answer **c** in Scenarios 1 and 2 as examples.

MODULE 5

Fitness Development

This module contains the following:

- Introduction
- Lesson 1: Principles of Training
- Lesson 2: Safety and Injury Prevention
- Lesson 3: Heart-Rate Monitoring
- Lesson 4: Exercises for Flexibility and Strength

Module 5 Summary

MODULE 5: Fitness Development

Introduction

In this module you will learn how to organize a fitness-development plan that is safe and effective.

Avoiding injury is an important element of any exercise plan, so you will learn about the most common injuries and how to prevent them. You will also learn and practise how to monitor your heart rate during exercise in order to maximize the benefits of aerobic exercise. Strength and flexibility development will factor into your Plan, and you will learn about the different ways these fitness components can be developed.

One of the first things you need to do is start Assignment 5.1, which is found in the Assignments section at the end of this module. In the Module 5 Physical Activity Log, you will describe the physical activities in which you will participate during the four weeks you will spend completing Modules 5 and 6. So, start filling in the Log now because it will take you at least four weeks to complete.

Assessment

You will be assessed on your completion of the Module 5 assignments found at the end of this module. At the end of the course, you will write a final examination.

When you complete Module 6, you will submit your Module 5 assignments, along with your Module 6 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	Warm-up and Cool-down
3	No assignment	
4	Assignment 5.3	Personal Training Workout

Notes

LESSON 1: PRINCIPLES OF TRAINING

Υοι	ı will show an understanding of
	the complex nature of training and conditioning how the training principles affect the development of your physical activity
Υοι	ı will be able to
	distinguish between the five principles of training

Introduction

In this lesson you will learn about the principles of training and how they influence conditioning. In addition, you will learn how the FITT principle can help you plan your personal training workout. The FITT principle is essentially a formula for fitness development (Frequency, Intensity, Time, Type).



Assignment 5.1: Module 5 Physical Activity Log

Remember that, in your Physical Activity Log, you need to describe the physical activities you will be taking part in over the next four weeks, so it will take you at least that long to finish it. Better get started now! Assignment 5.1 is found in the Assignments section at the end of this module. You will submit the completed assignment to the Distance Learning Unit when you have completed Module 6.

The Principles of Training

To be effective and to bring about its desired goals, any fitness-development plan should be based on the following five training principles:

- 1. specificity
- 2. progressive overload
- 3. individual variability
- 4. diminishing return
- 5. reversibility

A description of each of these five training principles follows.

1. Specificity

To be effective, your fitness plan should be specific to the sport or task for which you are training. Different energy systems are used for developing endurance than for developing strength. The muscle fibres used for running differ from those used for cycling. Changes take place in the body in response to the type of training you do. Specific training brings specific results.

2. Progressive Overload

Training must place certain demands or stresses on the body systems (muscular, nervous, and circulatory) if changes are to take place. For the beginner, this means that the stresses of training must exceed the everyday demands of the body. As the body gets used to the new stress, it must be activated again to a greater extent. Gradually increasing the demands on the body is what progressive overload is all about. The rate of improvement is related to four factors that can be remembered with the letters **FITT** – **F**requency, Intensity, Time (duration), and Type – an acronym for a fitness-development formula that will be discussed in greater detail later in this lesson.

3. Individual Variability

People respond differently to the same training. Care must be taken to consider these differences when training with a partner or in groups. Some of the reasons for the differences in training response are discussed below.

- Heredity: Many characteristics are genetically inherited (e.g., body type, heart and lung size, muscle fibre composition).
- Maturity: More mature individuals are able to deal with, and respond to, more training. Less mature individuals need the energy for growth and development and consequently do not respond as well to training.

- Nutrition: Training places new demands on the body, which must be addressed with proper nutrition. As the tissues and organs change, they require more protein.
- Rest and sleep: The body makes its necessary changes during sleep. Increased training often demands more rest, and too little rest may lead to fatigue. Exercising too frequently and too intensely hinders the body's ability to recover and adapt. As a general rule, the harder you train, the more recovery you should allow for.
- Illness or injury: The popular phrase "No pain, no gain" has led to the end of many training programs. Pain is a signal that your body must pay attention to. It is a signal that something is wrong. Ignoring the signal and working through the pain can often lead to serious injury.
- Motivation: The individual must see the relationship between hard work and results that lead to achieving personal goals. Training is easier when you are doing it for personal reasons.

4. Diminishing Return

The rate of fitness improvement slows down over time as the level of fitness gets nearer to a person's genetic potential. It is much easier to see results from a fitness-development program when the starting point is relatively low. Extremely fit individuals make only small advances toward a higher fitness level over a long time. For people with a high fitness level, altering the form of exercise is sometimes helpful to "jump start" change. The duration of an activity may also fall under this principle. Doing aerobic exercise for longer than one hour does little to enhance the cardiovascular training effect.

5. Reversibility

The adaptations that take place from months of training are reversible. If the body ceases to be stressed, then the adaptations that have been gained will be lost. In other words, "if you don't use it, you'll lose it."

Learning Activity 5.1: Match Them Up

You will now have the chance to review what you have learned about training principles by completing the following chart. For each physical activity described below, identify the letter(s) representing the applicable training principle(s) in the space provided.

Fitness-Development Activity		Training Principle					
		Reversibility	Individual Variability	Progressive Overload	и Specificity		
1. A gymnast does 100 sit-ups the first week and 125 the second week.					_		
2. Two training partners who are doing the same workout notice that one partner is increasing in strength more than the other after two weeks.							
3. A sprinter uses stair running to improve her start time.							
4. A volleyball player takes a two-week holiday from training over the spring break and returns to find that his vertical jump has decreased by 5 cm.					<u></u>		
5. A cyclist does a 30-minute hill workout and a week later increases the time to 35 minutes.							
6. A swimmer specializing in backstroke begins a strength- training program with a heavy emphasis on bench press. The swimmer notices after a month of training that her swim times are not decreasing despite her heavy exercise sessions.							
7. The star javelin thrower is shocked to see his teammates improving their throwing distances by 5% to 10% while he is improving his distance only by 2% in the same time with the same amount of training.							
8. A basketball player shuffles quickly between two lines in order to improve her agility.							
9. A 1500-metre runner does five 100-metre sprints at the end of a workout but a week later adds a sprint to make it six.							
10. A weightlifting coach is frustrated with his best lifter. Despite continued training, the lifter is not improving as quickly as he did at the beginning of the training season.							

(continued)

Fitness-Development Activity	Training Principle				
	Diminishing Returns	Reversibility	Individual Variability	Progressive Overload	Specificity
11. The fastest hockey player on the team injures her hip during a game. Following two weeks of therapy walking and jogging on a treadmill, she returns to the ice to find that three girls on the team are faster than she is.					
12. Two training partners have been weightlifting for two months. They have been training six days a week, taking Sundays off. One of the partners feels tired and decides to cut back on training to four days per week. After two more weeks have passed, the partners find that the one who cut back on the training has made greater gains in strength and endurance.					

Learning Activity 5.1: Match Them Up (continued)

The FITT Formula

A set of four factors, called the FITT formula, can help you develop the fitness plan that will help you reach your goals. These four factors, namely the Frequency, Intensity, Time, and Type (FITT) of exercise, are the things that you can control during an exercise session.

These four factors of fitness training are applicable to individuals exercising at low to moderate training levels and may be used to establish guidelines for **cardiovascular** (or **cardio-respiratory**) and **resistance** training.

- Cardiovascular training is also called aerobic conditioning, which means that it requires oxygen to sustain the activity. Examples of cardiovascular training include activities that involve running, swimming, and cycling.
- Resistance training is also called anaerobic training. The prefix an means not, so anaerobic indicates that oxygen is not required to produce the required energy. An example of resistance training is weight training.

Keep in mind that these are general guidelines for individuals of low to moderate fitness levels. There are as many ways to train as there are people doing the training. Use these guidelines to establish a program and then customize your program to fit your specific needs and goals as your experience and knowledge increase.

The four factors in the FITT formula are described below.

1. Frequency

Frequency refers to how often you exercise. To have a really effective exercise program, you need to exercise often enough that your body experiences enough stress so that it is forced to adapt. At the same time, you need to leave enough time between your exercise sessions to give your body enough time to heal or adapt. In following any form of exercise, your body goes through a process of rebuilding and repairing to replenish energy consumed by the exercise.

So, you should exercise a minimum of three times a week and a maximum of five times a week. It's not worth exercising more than five times per week because there are almost no additional benefits to doing so. Do not confuse this with being active every day for 90 minutes. In other words, if you are involved in a training and conditioning program you should exercise three to five times a week to allow for a recovery period.

2. Intensity

Intensity refers to how hard you exercise. You can determine how hard you are exercising by how fast your heart is beating (your heart rate). Knowing your heart rate during exercise can tell you whether you are

- training at the right intensity to gain benefit from the exercise
- exercising at a safe intensity
- exercising the desired amount of time in your target heart-rate zone

To gain the maximum benefits while exercising, you should maintain your heart rate in a certain zone for a certain period of time. This is called the **target heart-rate zone**. This rate is different for each person, depending on age and fitness level. You will learn more about target heart-rate zones in Module 5, Lesson 3.

Once you know how intensely you are going to work out, it is important to know how much time you will spend exercising.

3. Time

It is necessary to maintain your proper intensity (target heart-rate zone) for a duration that will create a training benefit. If you have a high level of fitness, you should maintain your heart rates in the target zone for a minimum of 12 to 15 minutes. This does not include warm-up or cool-down periods. As your fitness level increases, the exercise time in your target heart-rate zone can be extended to 20 to 60 minutes of continuous aerobic activity. Unless you are a competitive athlete, training beyond 60 minutes in your target heart-rate zone provides few additional training benefits for the amount of effort exerted. If you are overweight, however, long training sessions at a low intensity (50 to 60 percent of maximum heart rate) utilize fat as an energy source and are helpful in a weight/fat reduction program.

4. Type

Aerobic activities use the whole body or the larger muscle groups such as those in the legs and/or the back. Choose an activity that will involve as much muscle mass as possible. Make sure the exercise

- involves lots of movement
- is rhythmically repetitive to allow a consistent intensity
- is capable of creating the proper training intensity

Examples of aerobic activities that create a constant heart-rate response include walking, running, cycling, swimming, rowing, hiking, and cross-country skiing.

Examples of activities that produce a varied heart-rate response include handball, racquetball, volleyball, tennis, soccer, squash, and circuit weight training.

Resistance Training

Resistance training is also called **anaerobic** training, which is a term used to indicate that oxygen is not required to produce the required energy. This is a simple explanation of a complex energy system. In reality, oxygen does play a part in anaerobic muscle metabolism through a process called **oxygen debt**. During anaerobic training, the body uses glycogen stored in the muscle for immediate fuel during heavy exertion. Oxygen is required to replace this fuel and, therefore, you are in oxygen debt until the exercise is finished and the energy storage is replenished through the process of respiration (breathing).

Here are some basic guidelines for strength and endurance training:

- Aim for 6 to 20 repetitions per exercise.
- Complete 2 workouts per week.
- Choose 8 to 10 exercises (for the major muscle groups).
- Perform 1 set to failure* (per exercise).
- Complete about 20 to 30 minutes per workout session.

* All exercises must be performed to **failure** (or to **fatigue**) in order to create overload. Failure means that the last two repetitions must be challenging and the muscles must feel very fatigued. If you can do more repetitions, the weight is too light.

The FITT formula can help you plan your **resistance training**, as described below.

1. Frequency

The frequency of training each body part varies with the amount of work you do at each workout session. If you do more work at each session, then you can exercise less frequently, as you need more time to recuperate. If you do less work per body part at each session, then you can train more frequently. A factor to be considered in how often you train is your ability to recuperate after your workout and be ready for the next workout. It is better to be consistent in your workouts and make steady progress than to overtrain and become discouraged from inconsistent and poor training results.

If you are a beginner, you will get better results by doing resistance-training workouts twice a week instead of three times a week. After three to six months, you may need to work out three or four times a week to achieve optimal strength gains. You can train different areas of the body on different days, or you can train your whole body at each workout, doing only a few exercises for each body part.

2. Intensity

Intensity is more complicated to measure in resistance training than in aerobic training. The main aspect of intensity is **workload**. The amount of work you do during a workout is your workload. Your workload can be measured by

- the amount of weight you lift during an exercise
- the number of repetitions and sets you perform of that exercise (One repetition is the complete movement of an exercise and a set is the number of repetitions an exercise is repeated before stopping.)
- the length of time it takes you to complete the training session

Therefore, you can measure the workload or intensity of your training session by how much weight you lifted, the number of repetitions you completed, the number of sets you performed, and the amount of time it took you to complete the workout. Any combination of lower weights, fewer sets, fewer repetitions, and more time will decrease your intensity. An increase in intensity results from a combination of increasing weight, sets, and repetitions, and decreasing workout time.

For beginners, finding a starting weight involves trial and error. So, start with a lighter weight as your body learns the movements and your coordination improves (two to four weeks). After you have gone through the learning curve, you may find that you have to increase the weight so that you achieve failure/fatigue in the last two repetitions.

Beginners should start with endurance training (12 to 20 repetitions). Once the movements become more coordinated, strength-training repetitions can be used (6 to 12). If you are using time, 30 to 90 seconds reflects 6 to 20 repetitions.

There is minimal difference between choosing to perform one, two, or three sets, as 75 percent of the strength/endurance gains are made from the first set, as long as it was worked to failure/fatigue.

3. Time

As a component of intensity and workload, time is important. The common consensus for the optimal duration of resistance-training sessions is no longer than 45 to 60 minutes. Again, intensity is a factor, and particularly gruelling strength sessions may last as little as 20 to 30 minutes.

For a beginner or an intermediate trainer, muscular endurance may not be well developed. Therefore, training too fast at the outset will not allow you to handle reasonable weights, and training too slowly will not give you an efficient and high-intensity workout. Initially, there should be no more than two to three minutes of rest between sets of exercises. As you become more trained, you can try to get to one minute between sets, and even 30 seconds on some of the assisted or lighter exercises.

You may adjust the amount of rest between sets to increase or decrease intensity — the more rest you take between sets of an exercise, the more recovery your body will experience and the lower the intensity of the workout will be. Generally, rest time is between 30 seconds and two minutes. To minimize rest, alternate upper and lower body exercises.

Each repetition should take approximately four to seven seconds. Be sure that you complete a full, yet controlled, range of motion.

Be sure to pay attention to the time between your workouts. Give worked muscles a minimum of one day off between workouts. For example, if you work your chest muscles on Monday, do not work them again until Wednesday at the earliest.

4. Type

There are two types of exercises for muscle groups: multi-joint and singlejoint exercises. Basically, multi-joint exercises involve the most muscle mass. You can use the greatest weight resistance with these exercises, as they usually involve more than one muscle group. The assistance exercises isolate the muscle group by concentrating on the simple movement of that muscle group and eliminating or minimizing the involvement of other muscle groups. Make sure you have variety in your choice of exercises. Don't do the same exercises the same way every time you train. Variety won't allow the body to get used to the same exercises. Try to change something about your routine every month (e.g., try a new exercise, challenge your balance, go from using tubing to free weights).

Let's look at an example of the chest muscles. An example of a multi-joint exercise is the bench press. This exercise primarily involves the triceps (back of arms), the shoulders, and the chest muscles, and uses the elbow and shoulder joints to create the movement.



An example of a single-joint exercise is a dumbbell fly exercise, which minimizes the action of the triceps, therefore isolating the chest muscles more, and uses only the shoulder joint.



One way of changing your body composition is by gaining more lean muscle mass. If this is your goal, then perform more multi-joint exercises for muscle groups and do fewer single-joint exercises. This will stimulate the most muscle mass and create the greatest change in body composition in the shortest time. The multi-joint exercises will also help to develop the body proportionally. Many individuals spend too much time and effort concentrating on specific muscle groups, achieving fewer overall results than they would achieve when using the same effort with more comprehensive exercises.



You will need to come back to this module and lesson from time to time as you develop your Physical Activity Plan. It will help you stay on track and ensure that your Plan is appropriate and effective.

Summary

In this lesson you learned about five principles of training, which will help you to reach your goals.

Notes

LESSON 2: SAFETY AND INJURY PREVENTION

Yo	u will show an understanding of
	the common injuries associated with training and conditioning how to prevent injuries through proper warm-up and cool-dow routines
Yo	u will be able to
	use the proper techniques in warm-up and cool-down routines

Introduction

Most physical activities are generally safe, but each activity has elements of risk that can lead to injury. For example, walking has fewer risks than skating, but walkers may still sprain their ankles.

The level of risk is generally higher when you increase speed and/or change body position, use equipment, include projectiles, alter the surface you are on or in, and increase altitude. Weightlifting, downhill skiing, javelin throwing, swimming, and rock climbing are relatively risky and each activity is associated with certain forms of injury.

Most activity-related injuries are caused by the overuse or misuse of a muscle or joint. Certain prevention methods can, however, significantly reduce the risk of injury. This lesson discusses some common sports injuries and provides tips on how to prevent them.

What Are Sports Injuries?

Sports injuries typically occur during participation in organized sports, training sessions, competitions, or organized fitness activities. These injuries may occur for a variety of reasons, including improper training, lack of appropriate footwear or safety equipment, and rapid growth during puberty.

There are two general types of sports injuries: acute traumatic injuries and overuse or chronic injuries.

Acute Traumatic Injuries

Acute traumatic injuries usually involve a single blow from a single application of force – like getting hit with a bat in baseball. Acute traumatic injuries include

- a **fracture** a crack, break, or shattering of a bone
- a dislocation a joint injury in which the ends of bones are forced from their normal positions
- a **concussion** a violent jarring or shock to the head that causes a temporary jolt to the brain
- a **hematoma** a bleeding or pooling of blood anywhere in the body
- a contusion a bruise caused by a direct blow, which may cause swelling and bleeding in muscles and other body tissues
- a **strain** a stretch or tear of a muscle or tendon
- a sprain a stretch or tear of a ligament, the tissue that supports and strengthens joints by connecting bones and cartilage
- an **abrasion** a scrape
- a **laceration** a cut in the skin that is usually deep enough to require stitches

Overuse or Chronic Injuries

Overuse or chronic injuries happen over a period of time. Chronic injuries are usually the result of repetitive training, such as running, overhand throwing, or serving a ball in tennis. These injuries include

- stress fractures tiny cracks in the bone's surface often caused by repetitive overloading (as in the feet of a basketball player who is continuously jumping on the court)
- **tendonitis** inflammation of the tendon caused by repetitive stretching
- bursitis inflammation of a bursa (a sac-like structure found in joints) resulting from a repetitive movement or prolonged and excessive pressure (e.g., military presses in weight training, or serving in tennis).

Overuse injuries sometimes seem less important than acute injuries. You may be tempted to ignore an ache in your wrist or a soreness in your knees, but always remember that just because an injury isn't dramatic, that doesn't mean it's unimportant or will go away on its own. If left untreated, a chronic injury will probably get **worse** over time.

In What Parts of the Body Can Sports Injuries Occur?

You may think of your back or your arms and legs as the only places where you could get hurt while playing, but you can get a sports injury anywhere on your body, including your face, head, neck, back, hands, wrists, and feet.

Head and Neck Injuries

Serious head and neck injuries occur most often in people who participate in contact sports (such as football or rugby) or in activities with the potential for falling accidents (such as horseback riding or bicycling).

Head injuries include concussions, contusions, fractures, and haematomas. If severe enough, or recurrent, concussions can cause brain damage and sometimes death. All these injuries can be caused by an impact to the head from a fall, forceful shaking of the head, a blow to the head, or whiplash. **Whiplash** is an injury to the neck caused by an abrupt jerking motion of the head.

Neck injuries are among the most dangerous. You can hurt your neck through a sudden traumatic injury in physical activities such as mountain climbing, skydiving, horseback riding, gymnastics, diving, rugby, judo, or boxing. Neck injuries include strains, fractures, contusions, and sprains. Another very common sports-related neck injury is a "stinger" or "burner" from stretched nerves in the neck.

Your neck can also be injured a little at a time. Too much strain on your neck can cause increasing pain, sometimes only on one side of your neck. Sometimes you may feel only a slight pain when you move a certain way.

Back Injuries

Back injuries include sprains, fractures, contusions, and strains, and are caused by twists or overexertion of back muscles during bending or lifting movements. These injuries can occur in contact sports such as football and ice hockey or in weight lifting, figure skating, gymnastics, dancing, baseball, and basketball.

Hand and Wrist Injuries

Hand, finger, and wrist injuries include fractures, dislocations (a joint injury in which the ends of bones are forced from their normal positions), and sprains. They often occur in contact sports such as football, lacrosse, and hockey. Hand injuries can result from a fall that forces the hand or fingers backward, a forceful impact to the hands, or a direct blow.

Foot Injuries

Foot injuries can include ligament strains, stress fractures, heel bruises, and swollen growth plates. Because your feet support all your weight and must absorb a lot of force over and over again, they can be particularly susceptible to injury. Another reason some teens may suffer foot injuries is because of differences in their feet. For example, some people have flat feet and some have high arches. These differences don't mean that sports should be avoided, but it does mean that precautions, such as special shoe inserts, may be needed.

Playing Safe

What can you do to protect yourself from getting hurt? Using the protective gear designed for a particular activity is the first step. Helmets, shoulder pads, wrist guards, shin guards, mouth guards, and protective eyewear are examples of personal protective equipment available for activities.

If you find you are prone to injuries resulting from weak or misaligned joints, you may need to modify your footwear (for example, with inserts or arch supports or devices designed for use in a particular sport) or you may need to use joint supports such as elastic bandages, knee and elbow braces, or athletic tape (tape used to wrap a knee, for example, to provide extra support). These devices help support the joints but may also protect your body parts from strains, direct blows, and possible re-injury. If a previously injured body part (or any body part) begins to hurt, stop immediately and rest. Don't delay in seeking medical attention if the pain persists. It's your body's way of telling you something is not right.

So, play, but play safely. Learn from your experiences and do the things that can help you avoid getting hurt. To help prevent injury, be sure to warm up adequately before any activity, practice, or game.

Learning Activity 5.2: Play It Safe!

Directions

Read the following scenario and fill in the chart below.

- In the left-hand column, write down at least five potential accidents (or potentially unsafe situations) that could take place.
- In the right-hand column, write down how each of these could be prevented.

Scenario

Alex is ready to start a fitness workout. The workout room is a mess, some people having left weights and weight plates lying on the ground at numerous weight stations. The machines have obviously been used because some seats still have sweat on them. A number of barbells are missing safety collars (used to keep the weight plates from sliding off the bars) and others are either on the floor or have been left on the bars. Alex was planning to work out with a training partner but this person was unable to make it today, and Alex is alone in the facility.

Potential Accident or Unsafe Situation	How Could It Be Prevented?
Example: Weight plates left on the ground after use could cause someone to trip.	The previous user needs to return the weights to their proper storage location.
1.	
2.	
3.	
4.	
5.	

Once you have completed this chart, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.

Warming up and Cooling down

In Module 1 you reflected on your level of fitness and started to work on your Physical Activity Plan using the SMART goal. Now you will learn why warm-ups and cool-downs are important factors in your well-being.

A good, safe activity session has three stages: a warm-up, a workout, and a cool-down. Appropriate warm-up and cool-down periods are important parts of any exercise program that aims to develop and maintain fitness.

Why Warm Up?

The warm-up is widely viewed as a simple measure to help prevent injury during exercise. A pre-exercise warm-up helps

- warm your muscles by increasing the movement of blood through your tissues, making the muscles more supple
- increase delivery of oxygen and nutrients to your muscles by increasing the blood flow to them
- prepare your muscles for stretching
- prepare your heart for an increase in activity
- prepare you mentally for the upcoming exercise
- prime your nerve-to-muscle pathways to be ready for exercise

While scientific studies are ongoing to define the best warm-up techniques to prevent injuries, the warm-up in general is firmly established as a key to exercising safely and effectively.

Three Key Elements of a Warm-up

The three important elements of a warm-up are

- 1. the general warm-up
- 2. the activity-specific warm-up
- 3. stretching

All three elements are equally important and any one part should not be neglected or thought of as unnecessary. They work together to bring your body and mind to a physical peak, ensuring you are prepared for the activity to come. This process will help minimize the risk of injury.

Let's look at each warm-up element individually.

1. General Warm-up

The aim of the general warm-up is simply to elevate the heart rate and the breathing rate. This will increase the blood flow and help transport oxygen and nutrients to the working muscles. This will also help increase the muscle temperature, allowing for a more effective stretching session. Warm up to the point where you have raised a light sweat. Be sure to include large muscle group activities to lubricate the joints, increase muscle temperature, and prepare the body's energy systems.

The general warm-up should consist of light (low intensity) physical activity such as walking or jogging. Both the intensity and duration of the general warm-up (or how hard and how long you warm up) should be determined by the fitness level of the participant. A general warm-up for the average person should take about five to ten minutes and result in a light sweat. Go for a walk, ride a bike, or perform the activity you will be doing after the warm-up at a lower intensity.

Pump your arms or make large but controlled circular movements with your arms to help warm the muscles of your upper body.

2. Activity-Specific Warm-up

It is also key to mimic the movements that you will be performing in your activity, to rehearse the activity and prepare the body for it. One of the best ways to warm up is to perform the upcoming movements at a gradually increasing pace. This will allow you to simulate at low intensity the movements you are about to perform at higher intensity during your chosen activity. Examples include a few minutes of easy catching practice for baseball players, going through the motions of bowling a ball for lawn bowlers, shoulder rolls, side-stepping, and slow-paced practice hits for tennis players, or jogging for runners.

3. Stretching

There are two different types of stretching: dynamic and static.

- Dynamic stretching involves moving through a controlled range of motion (like a controlled swinging motion) to extend a joint and prepare it for activity.
- Static stretching means stretching a muscle and holding it in a certain position without discomfort for a minimum of 30 seconds. This form of stretching is not recommended as a warm-up activity because your muscles will cool down and relax. It is recommended during cool-down (as opposed to warm-up) while your body is warm.

A correct warm-up should finish with a series of dynamic stretches. They are the best way to prepare your body for your workout. Contrary to previously held beliefs, the best time to work on static stretching is at the end of your workout, not at the beginning. Be sure that you have performed a cardiovascular warm-up before doing any dynamic stretches. When doing your stretching, ensure that you are always in control of your body and that you maintain proper alignment. Remember — you are not bouncing! Move in a slow and controlled fashion — it should take you about four to eight seconds to do the movement (up and down) one time.

The time you commit to doing your warm-up should be relative to your level of involvement in your particular sport or activity. So, for people just looking to increase their general level of health and fitness, a minimum of five to ten minutes would be enough. If you are involved in high-level competitive sport, however, you need to dedicate adequate time and effort to a complete warm-up.

Why Cool Down?

Cooling down after exercise means slowing down your level of activity gradually. A cool-down also allows muscles to return to their normal temperature slowly, and reduces the risk of damage due to a sudden drop in temperature. A post-exercise cool-down helps

- return heart rate and breathing to normal gradually
- avoid fainting or dizziness, which can result from blood pooling in the large muscles of the legs when vigorous activity is stopped suddenly
- prepare muscles for the next exercise session, whether it's the next day or in a few days' time
- remove waste products from muscles, such as lactic acid, which can build up during vigorous activity

You may see conflicting advice as to whether cooling down prevents postexercise muscle soreness, also known as **delayed-onset muscle soreness** (DOMS). Even if cooling down doesn't prevent DOMS, the other benefits of cooling down mean that you should always make it a part of your exercise session.

Two Key Elements of an Effective Cool-down

For an effective cool-down, you need to perform low-intensity exercise for a minimum of 5 to 10 minutes, followed with a stretching routine.

1. Low-Intensity Exercise

Gradually slowing down the pace and exertion of your activity over several minutes can be a natural progression, as well as fulfilling the need to include a cool-down period at the end of your exercise. An example might be to shoot some baskets after a basketball game.

Another option is to jog or walk briskly for a few minutes after your exercise, making sure that this activity is lower in intensity than the exercise you have just performed.

2. Static Stretching (after Your Cool-down)

The best and most effective time to include flexibility exercises is after your cool-down, as your muscles are still warm and most likely to respond favourably at this time and there is a low risk of injury. Stretching helps to relax muscles and restore them to their resting length and improves flexibility (the range of movement about your joints).

Allow approximately 10 minutes of post-exercise stretching for every one hour of exercise. Make these post-exercise stretches more thorough than your pre-exercise stretches. Ensure that you stretch all the major muscle groups that you have used during your exercise. Stretch each muscle group two or three times for 20 to 30 seconds.



Assignment 5.2: Warm-up and Cool-down

Assignment 5.2 will give you the chance to design an effective warm-up and cool-down routine for a team sport of your choice. Contact your tutor/marker if you need more information to help you complete this assignment, which is found in the Assignments section at the end of this module. Take the time to do the assignment now.

Summary

In this lesson you learned about common injuries associated with training and conditioning, including traumatic and chronic (overuse) injuries. In addition, you developed your understanding of the elements of effective warm-up routines (including aerobic activity and dynamic stretching) and cool-down routines (including static stretching), and their importance in maintaining fitness and well-being. You had an opportunity to apply this knowledge by designing a warm-up and cool-down routine for a team sport of your choice. Notes

LESSON 3: HEART-RATE MONITORING

Le	sson Focus
Yo	ou will show an understanding of
	how the heart rate changes with modifications in exercise intensity
	where various pulse points are in the human body
	the nature of heart-rate zones
Yo	ou will be able to
	monitor your own heart rate during exercise
	exercise at various intensity levels that target certain heart-rate zones
	maintain your heart rate in a specific zone for a specified period of time

Introduction

In Lesson 1 you learned that intensity is part of the FITT principle and that the intensity of your workout can be determined by your heart rate. Your heart rate increases as you exercise more intensely. In other words, your heart needs to get more blood and oxygen to the muscles that are now working harder, and it does so by beating faster. Monitoring your heart rate will allow you to track changes taking place in your cardiovascular system. Vigorous aerobic activities that elevate the heart rate are best for building cardiovascular fitness.

The Heart

The heart is a muscle, and, as such, can be strengthened through exercise. Aerobic exercises such as running, swimming, or cycling are the types of activities that make the heart stronger. A strong heart is able to pump more oxygen-rich blood with each beat, which means that you are able to work and play longer and harder.

Heart Facts

Here are some interesting facts about your heart:

- Your body has about 5.6 litres of blood, which your heart pumps through your body three times every minute.
- Your heart is about the same size as your fist.
- Your heart muscle is always working. Even at rest, your heart muscle works twice as hard as your leg muscles when you are sprinting.
- Your heart beats about 100,000 times in one day.
- Every time your heart beats, it uses about the same amount of force as when you squeeze a tennis ball firmly.
- You can feel your pulse by placing two fingers at pulse points on your wrist or neck. When you do this, you are actually feeling blood stopping and starting as it moves through your arteries.
- As a teenager, your resting pulse might range from 90 to 120 beats per minute. An adult's rate slows to an average of 72 beats per minute.
- Your aorta is the largest artery in your body. It originates at your heart and is almost the diameter of a garden hose.
- Capillaries are the smallest blood vessels in your body. They are approximately one-tenth the thickness of a human hair.

Why Is It Important to Monitor Your Heart Rate?

Monitoring your heart rate is important because the heart rate

- helps to verify improvement in aerobic fitness
- lets you exercise safely
- provides feedback about how hard you are working so that you can adjust the intensity to get the desired results
- indicates what type of fuel (carbohydrate, fat, protein) is being used to exercise
- can be an indicator of health and fitness
- tells us if there is anything wrong (i.e., when we are sick, our heart rate is faster) irregular heart rate (too fast or too slow) may indicate a cardiac problem

How Do You Check Your Heart Rate?

There are three different ways to check your heart rate:

- radial pulse (wrist pulse)
- carotid pulse (neck pulse)
- heart-rate monitors

In future weeks, you will need to determine your one-minute heart rate. Here are some ways that you will be able to determine your heart rate.

- Radial pulse (wrist): Sit down and find your pulse by using the first and second fingers of one hand to find a pulse on your other wrist with the palm of that hand facing upward. Do not use your thumb. (Hint: Your pulse is on the thumb side of the wrist.)
- Carotid pulse (neck): If you use your right hand, count your neck pulse on the right side, and if you use your left hand, count your pulse on the left side of the neck. Try taking your pulse using a 15-second count. First, count the heart rate for 15 seconds; then multiply by the number 4. This method is considered to be especially good because you can do it quickly and because counting your heart rate for longer periods after exercise is less accurate.



To improve your cardiovascular fitness, you must engage

in active aerobic activities or active sports that are of sufficient intensity to get your heart rate into your target heart-rate (THR) zone. Before learning about that, you need to learn how to determine your heart rate.



Learning Activity 5.3: Determining Your Heart Rate

For this learning activity, find your pulse at each pulse point indicated. Determine your heart rate in beats per minute by multiplying your 15-second count by 4. Run or jump on the spot for one minute and try it again.

No answer key is provided for this learning activity.

What Are Heart-Rate Zones and How Can You Find Yours?

Heart-rate zones are calculated ranges of heart rates that provide benefits for different types of workouts, such as cardio-respiratory and resistance training. They tell you how hard to work during your exercise session to get the most benefits.

Calculating your heart-rate zone requires you to know your **maximum heart rate** (MHR). The maximum heart rate is the fastest your heart can beat.

Your **target heart-rate (THR) zone** for aerobic exercise is generally between 70% and 85% of your maximum heart rate if you have a high level of fitness. Your THR is generally between 50% and 70% if you have a low level of fitness.

Maximum Heart Rate

To calculate your target heart-rate zone, you first need to calculate your maximum heart rate. There are several formulas that can be used to calculate your maximum heart rate. Here is one simple formula:

```
Maximum heart rate = 208 – (.7 x your age)
So, if you are 15 years old, your maximum heart rate is
208 - (.7 \times 15) =
208 - (10) =
198 beats per minute (maximum heart rate)
```

Once you have calculated your maximum heart rate, you can calculate your target heart-rate zone, which is based on your fitness level and your age. You calculate it by using another basic formula.

Low Level of Fitness

- If you have a low level of fitness, your target heart-rate zone should be 50% to 70% of your maximum heart rate.
- So, a 15-year-old person with a low level of fitness should train at 50% to 70% of 198 beats per minute, which is 100 to 138 beats per minute for the required time of the exercise.

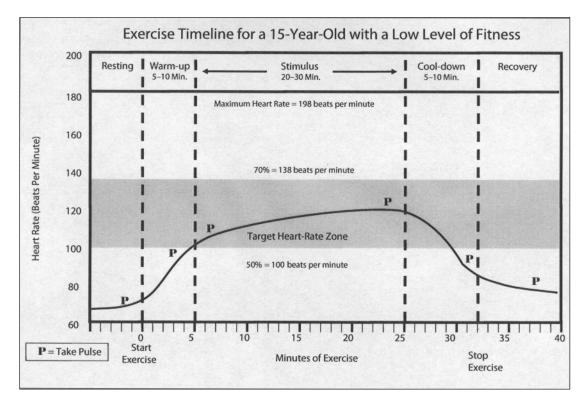
High Level of Fitness

- If you have a high level of fitness, your target heart-rate zone should be 70% to 85% of your maximum heart rate.
- So, a 15-year-old person with a high level of fitness should train at 70% to 85% of 198 beats per minute, which is 138 to 167 beats per minute for the required time of the exercise.

It's	s time to calculate your own THR zone.
1.	 Determine your maximum heart rate. 208 - (age in years x 0.7) = maximum heart rate (MHR) 208 - (x 0.7) =
2.	Determine whether you have a low or high level of fitness, compared to most people your age. If you are not sure, choose the low level.
3.	 Calculate the lower limit of your target heart-rate zone. If you have a low level of fitness, multiply your THR by .50. MHR x .50 = lower limit x .50 =
	 If you have a high level of fitness, multiply your THR by .70. MHR x .70 = lower limit x .70 =
4.	 Calculate the upper limit of your target heart-rate zone. If you have a low level of fitness, multiply your THR by .70. MHR x .70 = upper limit x .70 =
	 If you have a high level of fitness, multiply your THR by .85. MHR x .85 = upper limit x .85 =
5.	Your target heart-rate (THR) zone is: Lower limit to upper limit beats per minute.

Exercise Timeline

The following graph shows how intensely and for how long a 15-year-old with a low level of fitness should exercise to get the maximum benefit from a workout.



Talk Test

The talk test is another effective way to establish how hard you are exercising — if you find it difficult to say a few words, you are probably working without much oxygen. For a good indication of aerobic exercise, you should be able to say a few words, catch your breath, and then carry on talking. If you are talking all the way through your workout, you're likely not working hard enough.

Do you remember using the Level of Exertion chart in Assignment 3.1 and learning that Level 7 meant you were breathing heavily so that it was hard to talk? The following chart explains your level of exertion as determined by your **heart rate**, rather than by how it **feels**.

Heart-Rate Zone Levels						
Heart-Rate Zone	Heart-Rate Range* (Age Based)	Exertion Description				
Zone 1 Sedentary Activity	50%–60% of maximum heart rate (MHR)	No exertion to extremely light.Very easy to have a conversation.				
Zone 2 Mild Activity	60%–70% of MHR	Moderately light exertion.Breathing becomes somewhat noticeable.				
Zone 3 Moderate Activity	70%–80% of MHR	Somewhat hard to strong exertion.Still able to converse.				
Zone 4 Vigorous Activity	80%–90% of MHR	Hard to very strong exertion.Heavier breathing is evident.				
Zone 5 Maximum Activity (e.g., 100-metre sprint)	90%-100% of MHR	 Very hard to maximum exertion (extremely strong maximum pain). 				

* The heart-rate range may vary, depending on the source of reference, age, physical abilities, individual fitness levels, and so on.

Reference: Borg, Gunnar. Perceived Exertion and Pain Scales. Windsor, ON: Human Kinetics, 1998.

Heart-Rate Zone Formula

Step 1

Finding the age-adjusted maximum heart rate (MHR):

208 minus 70% of age = MHR

Step 2

- a. Determining the zone in which to train using a percentage of maximum heart rate:
 - lower target heart rate = [(MHR) x low %]
 - upper target heart rate = [(MHR) x high %]
 - MHR x .70 = lower limit

_____ x .70 = _____

- MHR x .85 = upper limit
 x .85 = _____
- My target heart-rate (THR) zone is:
 lower limit_____ to upper limit_____ beats per minute.

b. Determining the zone in which to train using the **Karvonen formula** is a more accurate way of determining a target heart-rate zone. The formula uses a person's resting heart rate in the calculation.

MHR = maximum heart rate as previously calculated

RHR = resting heart rate (taken lying in bed before getting up in the morning)

HRR = heart rate reserve (the difference between MHR and RHR)

- lower target heart rate = [(MHR RHR) x low %] + RHR
- upper target heart rate = [(MHR RHR) x high %] + RHR

Example: A 19-year-old female with an RHR of 50 beats per minute wants to train in a moderate activity zone (70% – 85%). Her heart-rate training zone would be as follows:

208 minus (70% x 19) = MHR 208 minus 13 = 195 $[(195 - 50) \times 70\%] + 50 =$ $[(145) \times 70\%] + 50 =$ [102] + 50 = 152 beats per minute $[(195 - 50) \times 85\%] + 50 =$ $[(145) \times 85\%] + 50 =$ [116] + 50 = 173 beats per minute Her target heart rate training zone is 152 to 173 beats per minute.

Determine your target heart-rate zone using the **Karvonen formula**.

Summary

Now that you know how to monitor your heart rate and how to calculate your target heart-rate zone, you have the tools to participate effectively in a cardiorespiratory (aerobic) workout. Remember, your heart rate is an important indicator of the level of intensity during the workout.

LESSON 4: EXERCISES FOR FLEXIBILITY AND STRENGTH

Yo	u will show an understanding of
	the various forms of strength and endurance training
	the various forms of flexibility training
Yo	u will be able to
	identify exercises that develop certain body parts
	perform a variety of strength, endurance, and flexibility exercises
	use various types of fitness equipment properly

Introduction

This lesson focuses on developing muscular strength and endurance. These two fitness components can be developed through resistance-training and flexibility-training exercises.

Muscle Fitness

Muscle fitness has several components: muscular strength and muscular endurance.

Muscular strength indicates the amount of force a muscle can exert. The amount of weight lifted one time by a muscle group measures that group's muscle strength. Muscular strength is developed by using resistance exercises and applying the principles of training discussed in Lesson 1 of Module 5. Resistance refers to a weight, usually measured in kilograms or pounds, that acts against muscles. The key to improving strength is to use heavy weight in combination with few repetitions.

Muscular endurance is the ability to sustain a given level of muscle tension – that is, to hold a muscle contraction for a period of time, or to contract a muscle over and over again. Muscular endurance is important for good posture and for injury prevention. For example, if abdominal and back muscles are not strong enough to hold the spine correctly, the chances of lower-back pain and back injury are increased. Muscular endurance helps people cope with the physical demands of everyday life and enhances performance in sports and work. It is also important for leisure and fitness activities. Muscular endurance is developed by repeating an exercise many times with little or no resistance.

The degree to which muscular strength or muscular endurance develops depends on the type and amount of stress that is applied to the muscles. Examples of muscular endurance are performing many repetitions of pushups, sit-ups, or chin-ups.

What Is Resistance Training?

Although many students participate in aerobic activities, such as bicycling and swimming, they do not always participate in resistance training. It is becoming far more commonplace for people of all ages and abilities to participate in resistance training in schools, at recreation centres, and at sport camps to enhance their health, fitness, and athletic performance.

Resistance training refers to a specialized method of conditioning that involves a wide variety of training methods and equipment (e.g., free weights, weight machines, elastic bands, medicine balls, and body weight) designed to enhance muscle function, which in turn improves sport/activity performance and reduces the risk of injury. Weight training is the most popular form of resistance training used by athletes to train for most competitive sports and by millions of people throughout the world as a means of fitness development.

Types of Muscle Contractions

Three basic types of muscle contractions contribute to an increase in muscular strength. They are classified as isometric, dynamic, and isokinetic exercises.



- * **Source:** Heyward, Vivian H. *Advanced Fitness Assessment and Exercise Prescription*. 4th ed. Champaign, IL: Human Kinetics, 2002. 343. Reproduced in accordance with *Access Copyright Elementary and Secondary School Tariff*.
- Isometric contractions occur when there is no change in the length of the working muscle. Isometric exercises are done by pressing or pulling against an immovable object or against another part of the body. For example, in doing a hand-press, a person presses the hands together to exercise the chest and shoulder muscles.
- Dynamic contractions occur when there is a visible shortening and lengthening of the working muscle. When the working muscle shortens against resistance, it is said to be a concentric contraction. When the working muscle lengthens, it is an eccentric contraction. An example of a dynamic exercise is lifting and lowering a weight such as a dumbbell.



Isokinetic exercises are often used in rehabilitative settings because the speed of the movement and the range of motion are controlled by a machine. An athlete can also use isokinetic exercises to enhance performance by exercising at speeds that are specific to a particular sport. For example, soccer requires the rapid extension of the lower leg during the kicking motion. Isokinetic exercises that challenge the quadriceps muscle to contract maximally and at a high speed can improve the power of a kick. Can you see how the training principle of specificity is applied to this example?



Benefits of Resistance Training

In addition to enhancing muscular strength and muscular endurance, regular participation in a resistance-training program has the potential to influence several measurable indicators of health and fitness. Some of these benefits are

- increased muscular strength
- increased muscular power
- increased local muscular endurance
- increased bone density
- increased cardiovascular fitness
- improved body composition
- improved motor- and sport-performance skills
- increased resistance to injury
- enhanced mental health and well-being

Resistance-Training Guidelines for Youth

The following guidelines should be considered by those who want to participate in resistance-training programs.

- 1. Adapt the program to your development level. Exercising with elastic bands or medicine balls may be more appropriate at the start of a program, gradually moving toward a more comprehensive resistance-training program.
- 2. Ensure that loads are age-appropriate and the exercise environment is safe.
- 3. Start gradually, and increase load progressively. It is recommended that resistance training be done two or three days per week on non-consecutive days. Perform 1 to 3 sets of 6 to 15 repetitions on a variety of exercises that focus on the major muscle groups.
- 4. Adhere to sound training principles. Appropriate overload, gradual progression, and adequate recovery between exercise sessions are important considerations.
- 5. Direct your interest and enthusiasm in resistance training toward developing proper form and exercise technique rather than seeing how much you can lift, which can be dangerous.

Learn and reinforce proper technique:

- Keep the resistance manageable and the speed of the exercise slow.
- Isolate the movement to the muscle being exercised and avoid excess body motion to help lift the weight.
- Try to move the resistance through a full range of motion.

- 6. Use spotters when working with free weights. If you work out on your own, reduce the weight so that it can be managed easily, and do not exercise to a point where you can no longer lift or control the weight.
- 7. Do not hold your breath when you lift. Holding your breath can cause you to black out. Breathe out on the effort and breathe in on the recovery.
- 8. Avoid positions that cause the lower back to arch or the wrists to bend backward. These positions can cause injuries and are not optimal for building strength. Press your back into the support while lifting.
- 9. Emphasize enjoyment, such as skill improvement, personal successes, and having fun.
- 10. Incorporate variety into the training program. Adding new exercises, changing the training mode, and varying the number of sets and repetitions can help keep the program fresh and challenging.
- 11. Consider multiple goals. Remember that the goal of the resistance-training program should not be limited to increasing muscular strength.

Resistance-Training Methods

Some resistance-training methods are easy to do regularly and require little equipment. These include body-weight exercises and stretch-banding exercises, both of which are described below.

Body-weight Exercises (Calisthenics)

You are probably already doing resistance training of one form or another, whether it is participating in a circuit session at a club or doing some pushups before going to bed. These activities involve resistance training with one's own body weight and are excellent ways to condition the major muscle groups. Activities such as sit-ups, push-ups, and squats are all simple and effective exercises.

The common body-weight exercises

- can be done at any time and anywhere
- are likely to use natural movements and are therefore safe
- are limitless in their variations/extent
- achieve success

Body-weight exercises are the starting point for you. Regular weekly sessions are an essential aspect of good body conditioning that will prepare you for the rigours of future training requirements.

Stretch-Banding Exercises

Another method of resistance training is the use of resistance stretch bands. This method of resistance training is simple and inexpensive. The bands come in various colours indicating the amount of resistance of the bands. The exercise variations are again limitless and cover all the muscle groups. If the right band strength is used, the action of the band is very smooth and nonstraining. A 20-minute session with a gradual progression in repetitions can have a significant strengthening effect over time. This method of strengthening is used extensively by physiotherapists in the rehabilitation of injured patients, and as such is a safe method of strength building for younger students.

Resistance-Training Equipment

Safety is a primary concern in using any equipment. Manufacturing your own equipment is not recommended. Equipment purchased from a reputable company generally assures the user that it meets safety standards. The equipment usually comes with instructions for proper use, exercise suggestions, and precautions.

Here is some information on some types of fitness equipment. If you have access to the Internet, you can look up the website addresses provided.

1. Home Gyms

Multi-station home gyms are becoming a very popular type of exercise equipment. Although some home gyms take up quite a bit of space, they do afford the owner a clutter-free space to do most of the common exercises found in a weight-training centre.

2. Medicine Ball

One of the most underrated pieces of equipment is the medicine ball (a weighted ball made of leather or rubber). Its image is possibly one of being "old fashioned," but be assured that with knowledge of the right exercises, a medicine-ball workout can be very demanding.

Website: M-F Athletic Company. *Ideas for Using Medicine Balls*. <u>www.performbetter.com/catalog/assets/Exercisesheets/PDF/</u><u>MedBall%20Handout.pdf</u>.

3. Stability Ball

This piece of equipment has recently become a staple in most exercise facilities. This oversized rubber ball is used to provide support for the body while at the same time forcing the exerciser to maintain varying degrees of balance, depending upon how it is used.

Website: Santana, J. C. *Stability Ball Progressions*. <u>www.performbetter.com/</u> <u>catalog/assets/Exercisesheets/PDF/StabilityBall.pdf</u>.

4. Stretch Bands

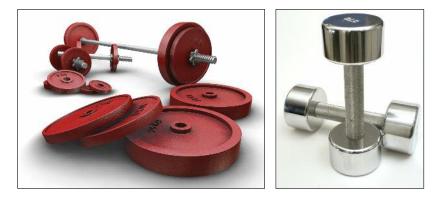
This easy-to-use method of resistance training is inexpensive and easily transported, making it ideal for travellers. The stretch bands come in various colours indicating the resistance of the band. The exercise variations are again limitless and cover the major muscle groups. A 20-minute session with a gradual progression in repetitions can have a significant strengthening effect over time.

Website: American Council of Exercise (ACE). "Whole-Body Exercise Band Workout." <u>www.acefitness.org/getfit/RubrBndWkout.pdf</u>.

5. Free Weights

Free weights can help with both resistance and strength training. You can pick the weight that suits you, and add more weight as you develop during your exercise program. You can use free weights and dumbbells while doing aerobic training to add that little extra to your exercise routine. Free weights start at low prices and can be picked up from most sports outlets, do not take up a lot of space, and are easily stored when not in use. If you are thinking about doing, or are already doing, exercise at home, then free weights and dumbbells are recommended.

Website: American College of Sports Medicine (ACSM). "Selecting and Effectively Using Free Weights." <u>www.acsm.org/AM/</u> <u>Template.cfm?Section=Brochures2</u>.



Additional Websites: If you need more help completing weightlifting exercises, you could check your local library or go to the following websites:

- Changing Shape. "Exercises." <u>www.changingshape.com/exercise/directory/typeofexercises.asp</u>.
- MyFit. "Exercise Database." <u>www.myfit.ca/exercisedatabase/resistancetrainingexercises.asp?</u> <u>exercises=Free%20Weight%20Training%20Exercises</u>.
- Netfit. "Workouts." <u>www.netfit.co.uk/wkmen.htm</u>.
- Prevent Disease.com. "Strength Conditioning/Weight Training Exercise Chart." <u>www.preventdisease.com/fitness/Strength_Exercises.html</u>.
- Real Solutions for Your Absolute Best. "Weight Training and Weight Lifting Exercises." <u>http://weight-training.realsolutionsmag.com/</u> weight-training-program.html.

Sample Resistance-Training Programs

Here are three basic resistance-training programs that can be used for either strength or endurance training. In some cases, the part of the body that you will be exercising is identified. In other cases, the actual exercise is listed.

Program 1: Total-Body Routine

During this routine, you exercise your entire body during each workout.

- **Frequency:** Perform these two or three times per week.
- Instructions: Perform one exercise for each muscle group listed (including two exercises for your legs).
 - 1. Chest
 - 2. Back
 - 3. Triceps
 - 4. Biceps
 - 5. Shoulders
 - 6. Legs
 - 7. Legs
 - 8. Core

Program 2: Two-Way Split Routine (one or two exercises per muscle group)

During this routine, you exercise your upper body and lower body on different days, for a total of four days per week.

- **Frequency:** Perform the upper body exercises on days 1 and 4, and the lower body exercises on days 2 and 5.
- Upper Body (Days 1 and 4):
 - 1. Chest
 - 2. Back
 - 3. Triceps
 - 4. Biceps
 - 5. Shoulders
- Lower Body (Days 2 and 5):
 - 1. Squats
 - 2. Lunges
 - 3. Lower Legs
 - 4. Core

Program 3: Three-Way Split Routine (one to three exercises per muscle group)

During this routine, you exercise your upper body and lower body on different days, for a total of six days per week.

- **Frequency:** Perform the upper body A exercises on days 1 and 4, the upper body B exercises on days 2 and 5, and the lower body exercises on days 3 and 6.
- Upper Body A (Days 1 and 4):
 - 1. Chest
 - 2. Triceps
 - 3. Shoulders
- Upper Body B (Days 2 and 5):
 - 1. Back
 - 2. Biceps
 - 3. Core
- Lower Body (Days 3 and 6):
 - 1. Squats
 - 2. Lunges
 - 3. Lower Legs

Flexibility Training

Flexibility is the capacity of a joint to move through a full range of motion. This definition tells us that flexibility is specific to a particular joint or set of joints. Being flexible in one particular area or joint does not necessarily imply being flexible in another. Being "loose" in the upper body does not mean you will have a "loose" lower body.

Factors That Influence Flexibility

Flexibility can be affected by the following internal and external factors.

- Internal influences include
 - type and structure of a joint (some joints are not meant to be flexible)
 - elasticity of muscle tissue (not very elastic if scarred from injury or if atrophied)
 - elasticity of ligaments (should not stretch much) and tendons (should not stretch at all)
 - elasticity of skin (has some elasticity, but not much)
 - ability of a muscle to relax and contract to achieve the greatest range of movement
 - temperature of the joint and associated tissues (joints and muscles offer better flexibility when they are 1 to 2 degrees warmer than normal)
- External influences include
 - temperature of the place where one is training (a warmer environment is more conducive to increased flexibility)
 - time of day (most people are more flexible in the afternoon than in the morning)
 - stage in the recovery process of a joint (or muscle) after injury (injured joints and muscles usually decrease in flexibility)
 - age (pre-adolescents are generally more flexible than adults)
 - gender (females are generally more flexible than males)
 - restrictions of any clothing or equipment
 - commitment to achieving flexibility

Flexibility in a joint is also specific to the action performed at the joint. The ability to do front splits does not mean that side splits can be done even though both actions occur at the hip.





Seated Hip/Trunk Flexion* Quadriceps/Hip Flexor Stretch*

* **Source:** Heyward, Vivian H. *Advanced Fitness Assessment and Exercise Prescription*. 4th ed. Champaign, IL: Human Kinetics, 2002. 336–337. Reproduced in accordance with *Access Copyright Elementary and Secondary School Tariff*.

Purpose of Flexibility Training

The purposes of training muscles to become more flexible are to

- increase the range of motion of the joint
- reduce muscle tension
- increase the level of certain skills and muscular efficiency
- prevent or reduce the severity of injuries and aid in the recovery from injuries
- improve body alignment and muscular balance
- delay the onset of muscle fatigue and prevent muscle soreness after training
- promote mental relaxation and help the mind to take control of the body

Types of Flexibility Exercises

Flexibility exercises are grouped into **static** exercises, which do not involve movement, and **dynamic** exercises, which involve motion.

Static stretching is done simply by bending a joint until there is sufficient tension in the muscle being stretched and then holding that position. During a flexibility-development session, the stretches should be held for 20 to 30 seconds. An example of a common static stretching exercise is a hamstring stretch where the performer, while sitting on the ground with outstretched legs, bends at the waist, bringing the chest to the thighs. It is generally recommended that stretches during the warm-up be held for 8 to 12 seconds and that for the majority of sports or exercises they should be of the static type. Static stretching can also help reduce muscle soreness and help restore muscles that have been fatigued during training bouts.

- Proprioceptive neuromuscular facilitation (PNF) is a type of static stretch in which a joint is assisted through the range of motion by a partner. Following a brief contraction of the muscle being stretched, the muscle is relaxed, and the partner then stretches the joint slightly farther.
- Dynamic stretching (also called kinetic flexibility) involves a gradual yet systematic increase in the range of motion of the joint or joints using movement. An example of this type of stretching is arm circles, which gradually increase the range of motion of the shoulder joint. This stretching mimics the actual motions an athlete would perform during a game or an event.
- Ballistic stretching involves jerking, or bouncing, movements to produce a stretch in the muscle. Muscles are stretched by force of momentum; however, this type of stretching could cause tearing of the muscle fibres, which is counter to the desired outcome.
- Passive stretching occurs when the load or movement motion is performed by an independent agent, such as another person, or appropriate equipment, such as a towel.

Once a muscle has reached its absolute maximum length, attempting to stretch the muscle further only serves to stretch the ligaments and put undue stress on the tendons (two things that you do not want to stretch, as this will reduce joint stability).

Basic Guidelines for Stretching

Do

- Warm up muscle before stretching.
- Progress from major to more specific joints.
- Ensure that movement is slow and under control.
- Stretch to a point of tension, not pain. Stretching should not hurt.
- Continue breathing in a calm, rhythmical manner during the stretch.
- Make sure you balance your stretching between paired muscle groups.

Don't Do

- Don't use fast, bouncy, jerky movements.
- Don't lock your joints.
- Don't stretch a recently injured joint or muscle.



In Assignment 5.3, found in the Assignments section at the end of this module, you will put into practice what you have learned about resistance training and heart-rate monitoring. You will develop, participate in, and keep a record of a personal resistance-training workout for two weeks. During the workout you will monitor your heart rate and plot the information on a graph. Complete the tasks outlined in Assignment 5.3.

Remember, you can use your participation time in the Personal Training Workout (Assignment 5.3) in your Log.

Summary

In this lesson you learned about different types of strength-training exercises (including isometric and dynamic) and a variety of flexibility-training exercises (including static, ballistic, and passive), and you gained a greater understanding of the benefits of these forms of fitness training. Finally, you learned about personal fitness development.

Notes

MODULE 5 SUMMARY

Congratulations! You have completed Module 5 of Grade 9 Physical Education/Health Education.



Filing Your Assignments

You will **not** submit your Module 5 assignments to the Distance Learning Unit at this time. You will keep them until you have completed Module 6. At that time, you will submit your Module 5 and Module 6 assignments 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.

Module 5 Review Questions

Use the following questions to assess what you learned in Module 5.

Lesson 1

1. How are the principles of training used to develop a fitness-development plan?

Lesson 2

- 2. What are some of the common injuries that can occur during fitness development?
- 3. How can the common injuries be minimized or prevented?
- 4. What is the role of a warm-up and a cool-down?
- 5. How is an effective warm-up and cool-down routine developed for a particular activity?

Lesson 3

- 6. How are you able to measure your heart rate?
- 7. Why does the heart rate change with different exercise intensities?
- 8. What are heart-rate zones? Explain their significance.

Lesson 4

- 9. What is the difference between muscular strength and muscular endurance? How is each component developed?
- 10. What are some exercises that develop certain muscle groups?
- 11. What types of equipment can be used to develop strength and endurance?
- 12. What are the different forms of flexibility training and exercises for each?

MODULE 5

Learning Activity Answer Key

MODULE 5 LEARNING ACTIVITY ANSWER KEY

Lesson 1

Learning Activity 5.1: Match Them Up

You will now have the chance to review what you have learned about the training principles by completing the following chart. For each physical activity described below, identify the letter(s) representing the applicable training principle(s) in the space provided.

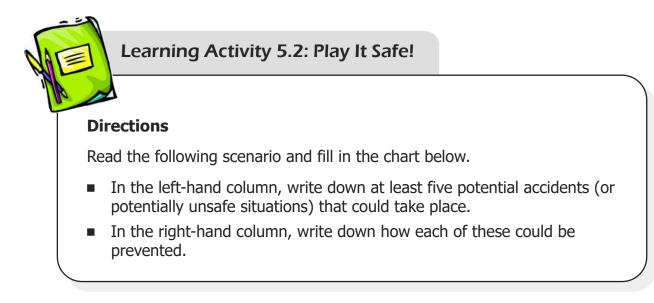
		Traini	ing Pri	nciple	•
Fitness-Development Activity	Diminishing Returns	Reversibility	Individual Variability	Progressive Overload	v Specificity
1. A gymnast does 100 sit-ups the first week and 125 the second week.				~	
2. Two training partners who are doing the same workout notice that one partner is increasing in strength more than the other after two weeks.			~		
3. A sprinter uses stair running to improve her start time.					1
 A volleyball player takes a two-week holiday from training over the spring break and returns to find that his vertical jump has decreased by 5 cm. 		1			
5. A cyclist does a 30-minute hill workout and a week later increases the time to 35 minutes.				~	
6. A swimmer specializing in backstroke begins a strength- training program with a heavy emphasis on bench press. The swimmer notices after a month of training that her swim times are not decreasing despite her heavy exercise sessions.					~
7. The star javelin thrower is shocked to see his teammates improving their throwing distances by 5% to 10% while he is improving his distance only by 2% in the same time with the same amount of training.	1		1		
8. A basketball player shuffles quickly between two lines in order to improve her agility.					/
9. A 1500-metre runner does five 100-metre sprints at the end of a workout but a week later adds a sprint to make it six.				1	

(continued)

Learning Activity 5.1: Match Them Up (continued)

			Traini	ing Pri	inciple	•
	Fitness-Development Activity	Diminishing Returns	Reversibility	Individual Variability	Progressive Overload	Specificity
		D	R		Р	S
10.	A weightlifting coach is frustrated with his best lifter. Despite continued training, the lifter is not improving as quickly as he did at the beginning of the training season.	~				
11.	The fastest hockey player on the team injures her hip during a game. Following two weeks of therapy walking and jogging on a treadmill, she returns to the ice to find that three girls on the team are faster than she is.		1			1
12.	Two training partners have been weightlifting for two months. They have been training six days a week, taking Sundays off. One of the partners feels tired and decides to cut back on training to four days per week. After two more weeks have passed, the partners find that the one who cut back on the training has made greater gains in strength and endurance.			1		

Lesson 2



(continued)

Learning Activity 5.2: Play It Safe! (continued)

Scenario

Alex is ready to start a fitness workout. The workout room is a mess, some people having left weights and weight plates lying on the ground at numerous weight stations. The machines have obviously been used because some seats still have sweat on them. A number of barbells are missing safety collars (used to keep the weight plates from sliding off the bars) and others are either on the floor or have been left on the bars. Alex was planning to work out with a training partner but this person was unable to make it today, and Alex is alone in the facility.

Potential Accident or Unsafe Situation	How Could It Be Prevented?
Example: Weight plates left on the ground after use could cause someone to trip.	The previous user needs to return the weights to their proper storage location.
1. Skin conditions can develop from contact with the sweat of another person.	1. Wipe down the machines with disinfectant after each use.
2. Serious injury can result when plates drop off one end of a bar.	2. Secure weight plates with safety collars before use.
3. Not having a training partner means not having a spotter for lifting free weights.	3. Continue with the workout using machines, or reduce the weight and do more repetitions.
<i>4. Injuries could result from not warming up properly.</i>	4. Always do a warm-up before a workout, as it will raise the temperature of the body in preparation for heavier work.
5. Injuries could result from improper lifting or exercise techniques.	5. Learn good lifting techniques and fundamentals. They save time, reduce the risk of injury, and are more effective in the long run.

Notes

Module 5

Assignments



(30 marks)

Introduction

Use your Log to record and to keep track of all the physical activities that you do while taking this course. The information will help you to set personal goals related to the type, frequency, intensity, and duration of an activity. By keeping track of the data, you will develop skills to help you become selfreliant in health-related fitness activities.

You will submit this Log when you have completed Module 6.

Directions

To complete this Log, simply use the chart on the following pages to list the physical activities that you have taken part in since you completed your Log for Module 3. These activities should add up to at least **18 hours**. You can include a variety of physical activities, such as going for a walk, playing volleyball, skateboarding, cleaning house, vacuuming, trapping, or golfing. You will use the Wellness Journal to reflect on your participation in physical activities. This Log is identical to the Log for Module 3.

Assessment

This assignment is worth 30 marks. You will be assessed only on how **well** you have completed the Physical Activity Log. You will **not** be assessed on the content of your Log.

	Assessment Rubric
23 to 30 marks	 The Physical Activity Log lists at least 18 hours of physical activity. All the answers to the Wellness Journal questions are well organized, complete, and make sense.
16 to 22 marks	 The Physical Activity Log lists at least 18 hours of physical activity. Some of the answers to the Wellness Journal questions are organized, complete, and make sense.
15 or fewer marks	 The Physical Activity Log lists fewer than 18 hours of physical activity. The answers to the Wellness Journal questions are poorly organized, incomplete, and do not make sense.

Notes

Module 5 Physical Activity Log

You will complete your Log for Modules 3, 5, and 7. You should list at least 18 hours of physical activity in each Log. That way, all three Logs will total about 55 hours, which is the goal for this course. (An example is provided.) Make sure that you total your time at the bottom of the **Duration** column.

Date	Activity	Duration	IntensityLightModerateVigorous			
Date	Activity	Duration	Light	Moderate	Vigorous	
				1		
ļ						
			•		,	

(continued)

Intensity Date Activity Duration Light Moderate Vigorous Total Time (in hours)

Module 5 Physical Activity Log (continued)

I certify that my son/daughter has completed the physical activities recorded on this chart.

 Date		

Student signature _____

Date			

Wellness Journal

	START	STOP	CONTINUE
•	What do I need to start	: doing (or revise) to help me re	ach my physical activity goals? Wh
•	What do I need to stop Why?	doing that is preventing me fro	m reaching my physical activity go
	What do I need to cont	inue doing to help me reach my	y physical activity goals? Why?
	For this submission I a	am very proud of	

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Assignment 5.2: Warm-up and Cool-down

1 hour (20 marks)

Directions

Design an effective warm-up and cool-down routine for a team sport of your choice. If possible, choose a team sport in which you are already participating. If you are participating in this activity, remember to record it in your Log.

To complete this assignment, you will need to conduct research at a library or on the Internet. You could use a search engine (e.g., <u>www.google.com</u>) to find warm-up and cool-down exercises for your selected sport. You may want to include pictures of the exercises.

This assignment has two parts: a warm-up routine and a cool-down routine.

Part 1: Warm-up Routine (12 marks)

Design a warm-up routine that can be done by each player of a team. The warm-up should consist of the four elements of a good warm-up and last approximately 10 minutes. Describe each section and include the specific exercises the team will be doing.

1. General Warm-up (2 marks)

2. Sport/Activity-Specific Warm-up (5 marks)

(continued)

As	signment 5.2: Warm-up and Cool-down (continued)
3.	Stretching (5 marks)
Pa	t 2: Cool-down Routine (8 marks)
	beat the process for the cool-down routine, which will also last minutes.
1.	Low-Intensity Exercises (3 marks)
2.	Static Stretching (5 marks)



Assignment 5.3: Personal Training Workout

1.5 hours (25 marks)

Directions

In this assignment you will have an opportunity to put into practice what you learned about resistance training and heart-rate monitoring in Module 5. This assignment consists of two parts:

- In Part 1 you will plan and participate in a personal resistance-training workout for two weeks. You will record your workouts using the Personal Training Workout Sheets provided.
- In Part 2 you will monitor your heart rate during the exercises. Based on your workout, which will include a warm-up and a cool-down, you will determine your heart rate and plot the information on a graph.

Part 1: Two-Week Training Workout

(15 marks—7.5 marks for each Personal Training Workout Sheet)

You will now develop and participate in a personal resistance-training workout for two weeks. For information on resistance-training programs and options, refer to Lesson 4, Module 5.

Each week you will record the details of your workout by filling out one of the two Personal Training Workout Sheets (found at the end of Assignment 5.3). On each sheet you will report your

- 1. workout time
- 2. aerobic activity
- 3. warm-up
- 4. resistance-training routine
- 5. flexibility/static stretches
- 6. cool-down

Directions for completing the sheets are provided on the following page.

Assignment 5.3: Personal Training Workout (continued)

Directions for Completing the Personal Training Workout Sheets During your two-week resistance-training program, fill out one Personal Training Workout Sheet each week. Provide the following information. 1. Workout Time: 1. Workout Time In the first box of Date: June 6 Start: 6:00 p.m. Finish: 7:10 p.m. Duration: 70 min. the Personal Training Workout Sheet, record the date of the workout, the start and finish time of the workout, and the duration of the workout. An example is provided. 2. Aerobic Activity: Record 2. Aerobic Activity information related to the cardiovascular component of Activity: __Jogging your workout. In the first line, Intensity Level: 50% 60% 70% (80%) 90% record the activity itself Duration: 40 min. Finish HR: 185 (e.g., jogging). Then circle the intensity level that represents what percentage of maximum you thought you worked. Next, indicate the duration or length of time of the exercise. Finally, record your heart rate (HR) at the conclusion of the workout. 3. **Warm-up:** Outline the exercises you chose to do for your warm-up, including general movement, sport/activity-specific movement, and dynamic stretches. 4. Resistance-Training 4. Resistance Training Routine Routine: After Set 1 Set 2 Set 3 identifying the exercise Exercise Reps @ Weight Reps @ Weight Reps @ Weight to be done (e.g., biceps Biceps Curls <u>10</u> @ <u>4.5 kg</u> <u>6</u> @ 15 kg <u>8</u> @ <u>5.4 kg</u> curls), indicate the @ (10 lb.) ____ @ (12 lb.) _ @ <u>(6.8 lb.)</u> number of repetitions you will do for each set and the weight you will use for that set of repetitions.

Assignment 5.3: Personal Training Workout (continued)

Flexibility/Static Stretches: Identify the stretch exercise you will do (e.g., leg lunges) and

the number of seconds

		5. Fle	xibi	lity/Static	Stretches	;
١	Exercise					
	Leg Lunges	_20_	sec.	Set 1 🖌	Set 2 🟒	Set 3 🖌
			sec.	Set 1	Set 2	Set 3
μ	\checkmark				Set 2	2 Contraction of the second se

you plan to hold the stretch. Indicate, with a check mark, the number of sets you completed.

6. **Cool-down:** Identify the exercises you chose to do for your cool-down, including cardiovascular cool-down, and final cool-down.

Part 2: In the Zone (10 marks)

After an appropriate warm-up, start a workout at the low end of your target heart-rate zone. You will then pick up the pace gradually until you reach the high end of the training zone. Adjust your pace for the next 20 minutes but stay within your target zone. Take your pulse every 5 minutes and record the information in your Physical Activity Log. Using the data, demonstrate how your heart rate changed throughout the workout by plotting the information on a graph.

Step 1: Determine your target heart-rate zone using the Karvonen formula. (2.5 marks)

MHR = maximum heart rate RHR = resting heart rate

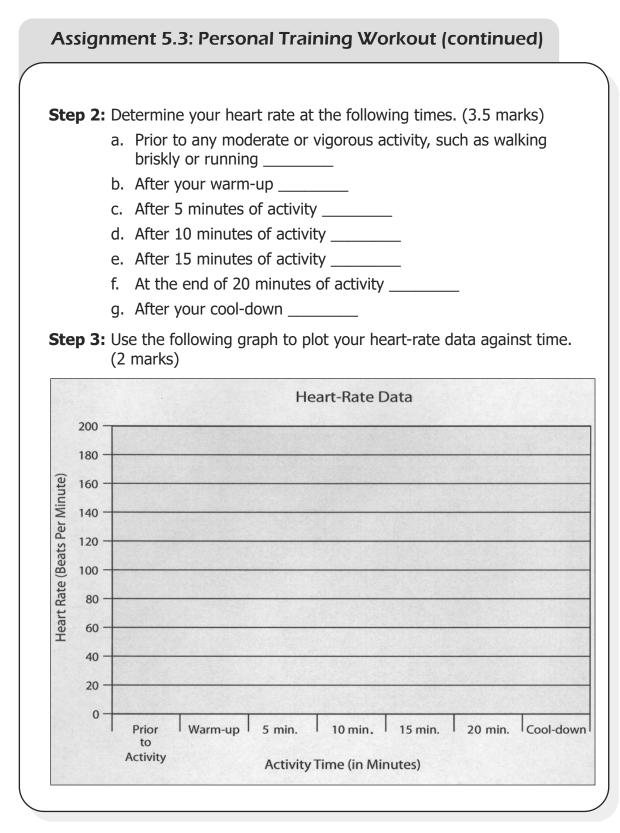
208 - (70% x age) = MHR

208 - (x) =

 $[(MHR - RHR) \times 70\%] + RHR = lower limit$

 $[(MHR - RHR) \times 85\%] + RHR = upper limit$

My target heart-rate training zone is _____ to ____ beats per minute.



(continued)



Personal Training Workout		Sheet (Week 1)		2. A	2. Aerobic Activity	ţ
	1. Workout	ut Time		Activity:		
Date: Start:	Finish:	Duration:		Intensity Level: 50% Duration:	50% 60% 70% Finish HR:	%06 %08
	3. Warm-up		4.	Resistance-1	4. Resistance-Training Routine	ine
General Movement Activity:	tivity:		Exercise	Set 1 Reps @ Weight	Set 2 Reps @ Weight	Set 3 Reps @ Weight
Sport/Activity-Specific Movement (Rehearsal):	Movement (Rehear	'sal):		6 6	6 6	© ©
Dynamic Stretches:				0 0 0 0) © © © (
5. Flex	5. Flexibility/Static Stretches	etches		8 8 8	8 8 8 	8 0 0
Exercise	sec. Set 1 Set	Set 2 Set 3		8	6	©
	Set 1	Set 2 Set 3 Set 2 Set 3		6. Coo	6. Cool-down	
	Set 1 Set 1	Set 2 Set 3	Cardiovascular Cool-down:	ool-down:		
	Set 1	Set 2 Set 3 Set 2 Set 3 Set 2 Set 3	Final Cool-down:			
sec.	Set 1	Set 2 Set 3				

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Personal Training Workout Sheet (Week 2)	2. Aerobic Activity
1. Workout Time	Activity:
Date: Start: Finish: Duration:	Intensity Level: 50% 60% 70% 80% 90% Duration: Finish HR:
3. Warm-up	4. Resistance-Training Routine
General Movement Activity:	ExerciseSet 1Set 2Set 3Reps @ WeightReps @ WeightReps @ Weight
Sport/Activity-Specific Movement (Rehearsal):	© © 0 0 0 0 0 0 0 0 0
Dynamic Stretches:	
5. Flexibility/Static Stretches	
sec. Set 1 Set 2 Set 3 sec. Set 1 Set 2 Set 3 sec. Set 1 Set 2 Set 3 sec. Set 1 Set 2 Set 3	6. Cool-down
sec. Set 1 Set 2 Set 3 sec. Set 1 Set 2 Set 3	Cardiovascular Cool-down:
sec. Set 1 Set 2 Set 3 sec. Set 1 Set 2 Set 3 sec. Set 1 Set 2 Set 3	Final Cool-down:
sec. Set 1 Set 3	

MODULE 5 SUMMARY

Congratulations! You have completed Module 5 of Grade 9 Physical Education/Health Education.



Filing Your Assignments

You will **not** submit your Module 5 assignments to the Distance Learning Unit at this time. You will keep them until you have completed Module 6. At that time, you will submit your Module 5 and Module 6 assignments 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.

Module 5 Review Questions

Use the following questions to assess what you learned in Module 5.

Lesson 1

1. How are the principles of training used to develop a fitness-development plan?

Lesson 2

- 2. What are some of the common injuries that can occur during fitness development?
- 3. How can the common injuries be minimized or prevented?
- 4. What is the role of a warm-up and a cool-down?
- 5. How is an effective warm-up and cool-down routine developed for a particular activity?

Lesson 3

- 6. How are you able to measure your heart rate?
- 7. Why does the heart rate change with different exercise intensities?
- 8. What are heart-rate zones? Explain their significance.

Lesson 4

- 9. What is the difference between muscular strength and muscular endurance? How is each component developed?
- 10. What are some exercises that develop certain muscle groups?
- 11. What types of equipment can be used to develop strength and endurance?
- 12. What are the different forms of flexibility training and exercises for each?

MODULE 5

Learning Activity Answer Key

MODULE 5 LEARNING ACTIVITY ANSWER KEY

Lesson 1

Learning Activity 5.1: Match Them Up

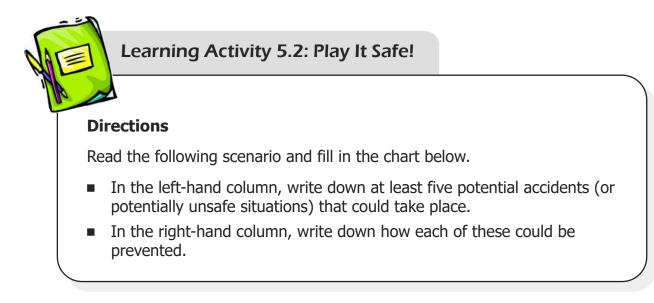
You will now have the chance to review what you have learned about the training principles by completing the following chart. For each physical activity described below, identify the letter(s) representing the applicable training principle(s) in the space provided.

		Traini	ing Pri	nciple	•
Fitness-Development Activity	Diminishing Returns	Reversibility	Individual Variability	Progressive Overload	v Specificity
1. A gymnast does 100 sit-ups the first week and 125 the second week.				~	
2. Two training partners who are doing the same workout notice that one partner is increasing in strength more than the other after two weeks.			~		
3. A sprinter uses stair running to improve her start time.					1
 A volleyball player takes a two-week holiday from training over the spring break and returns to find that his vertical jump has decreased by 5 cm. 		1			
5. A cyclist does a 30-minute hill workout and a week later increases the time to 35 minutes.				~	
6. A swimmer specializing in backstroke begins a strength- training program with a heavy emphasis on bench press. The swimmer notices after a month of training that her swim times are not decreasing despite her heavy exercise sessions.					~
7. The star javelin thrower is shocked to see his teammates improving their throwing distances by 5% to 10% while he is improving his distance only by 2% in the same time with the same amount of training.	1		1		
8. A basketball player shuffles quickly between two lines in order to improve her agility.					/
9. A 1500-metre runner does five 100-metre sprints at the end of a workout but a week later adds a sprint to make it six.				1	

Learning Activity 5.1: Match Them Up (continued)

			Traini	ing Pri	inciple	•
	Fitness-Development Activity	Diminishing Returns	Reversibility	Individual Variability	Progressive Overload	Specificity
		D	R		Р	S
10.	A weightlifting coach is frustrated with his best lifter. Despite continued training, the lifter is not improving as quickly as he did at the beginning of the training season.	~				
11.	The fastest hockey player on the team injures her hip during a game. Following two weeks of therapy walking and jogging on a treadmill, she returns to the ice to find that three girls on the team are faster than she is.		1			1
12.	Two training partners have been weightlifting for two months. They have been training six days a week, taking Sundays off. One of the partners feels tired and decides to cut back on training to four days per week. After two more weeks have passed, the partners find that the one who cut back on the training has made greater gains in strength and endurance.			1		

Lesson 2



(continued)

Learning Activity 5.2: Play It Safe! (continued)

Scenario

Alex is ready to start a fitness workout. The workout room is a mess, some people having left weights and weight plates lying on the ground at numerous weight stations. The machines have obviously been used because some seats still have sweat on them. A number of barbells are missing safety collars (used to keep the weight plates from sliding off the bars) and others are either on the floor or have been left on the bars. Alex was planning to work out with a training partner but this person was unable to make it today, and Alex is alone in the facility.

Potential Accident or Unsafe Situation	How Could It Be Prevented?
Example: Weight plates left on the ground after use could cause someone to trip.	The previous user needs to return the weights to their proper storage location.
1. Skin conditions can develop from contact with the sweat of another person.	1. Wipe down the machines with disinfectant after each use.
2. Serious injury can result when plates drop off one end of a bar.	2. Secure weight plates with safety collars before use.
3. Not having a training partner means not having a spotter for lifting free weights.	3. Continue with the workout using machines, or reduce the weight and do more repetitions.
<i>4. Injuries could result from not warming up properly.</i>	4. Always do a warm-up before a workout, as it will raise the temperature of the body in preparation for heavier work.
5. Injuries could result from improper lifting or exercise techniques.	5. Learn good lifting techniques and fundamentals. They save time, reduce the risk of injury, and are more effective in the long run.

Notes

Module 6

Substance Use and Abuse Prevention

This module contains the following:

- Introduction
- Lesson 1: Gambling Addiction
- Lesson 2: Substance Use and Abuse
- Lesson 3: Unethical Issues in Sport
- Lesson 4: Potentially Dangerous Situations
- Lesson 5: Community Agencies and Resources
- Module 6 Summary

MODULE 6: Substance Use and Abuse Prevention

Introduction

In Module 4 you learned about interpersonal skills for developing positive relationships with other people. Many of these social or interpersonal skills apply when dealing with situations that involve substance use, abuse, and addictions. Social-emotional well-being is a factor in the use and/or abuse of substances or drugs.

In this module you will look at the meaning of gambling addiction and investigate the use and abuse of substances, as well as substance dependency, and consider their effects on personal health. You will also examine drug use in sport, including the impact of using performanceenhancing substances. More importantly, you will learn about using problem-solving strategies and community resources in responding to potentially dangerous situations related to substance use and abuse.

Assessment

You will be assessed on your completion of the Module 6 assignments found at the end of this module. At the end of the course, you will write a final examination.

When you complete Module 6, you will submit your Module 5 assignments and your Module 6 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	No Assignment	
2	No Assignment	
3	Assignment 6.1	Media Coverage of substance Use in Sport
4	No Assignment	
5	No Assignment	

Notes

LESSON 1: GAMBLING ADDICTION

Le	sson Focus
Yo	ou will show an understanding of
	the meaning of gambling addiction and its possible effects on personal health
Yo	ou will be able to
	identify signs of a potential gambling habit demonstrate choices in peer gambling using a decision-making tool

Introduction

What do you think it means to be addicted to an activity such as gambling? The following definition will help you answer this question.

Addiction is a physiological (body) and/or psychological (brain) dependence on a substance (such as nicotine, alcohol, or cocaine) or on an activity (such as over-exercising or gambling) as a habit. A person relies on the substance or activity to function from day to day, despite knowing that it might be harmful to self and others.

As you learned from the above definition, people can be addicted to activities, as well as to substances.

Gambling*

Gambling is an activity that many people enjoy occasionally as a form of recreation or entertainment. Although many people do not experience problems in their lives because they gamble, some do develop gambling problems and some become addicted to gambling. Knowing the difference between entertainment gambling and problem gambling may help protect you from developing behaviours that could put you at risk for gambling problems.

^{*} Source: Manitoba Addictions Awareness Week (MAAW) Committee, High on Life Resource Kit 2006/07. Adapted by permission.

Know the	Difference
Gambling is entertainment when	Gambling is a problem when
 You have fun when playing. You stay within a budget. You expect to spend money. It doesn't change your life at school, at work, and/or at home, your friendships, or your physical and mental health. It is one of many entertainment options. You limit the amount of time spent gambling. 	 It becomes very serious and not much fun. You spend more money than you had planned to or can afford. Winning becomes very important. It changes your life at school, at work, and/or at home, your friendships, or your physical and mental health. It is the only activity you take part in. You hide how much and how often you gamble.

Here are some thoughts to keep in mind if you choose to gamble.

Signs That You May Have a Gambling Problem

Gambling may be a problem for you if you have

- felt that you would like to stop gambling but you didn't think that you could
- been criticized for your betting or been told that you had a gambling problem, regardless of whether or not you thought it was true
- felt bad at any time over the past year about the amount you bet, or about what happens when you gamble
- borrowed money to bet and have not paid it back
- gambled more than you had planned

There may also be other signs that you may have a gambling problem. You may have a gambling problem if you

- keep your friends and your family from knowing how much and/or how often you gamble
- tell people you didn't gamble or that you won money when you actually lost
- find gambling to be the most exciting activity you do
- get upset or irritable if you are unable to gamble
- find it hard to stop gambling after you lose money because you want to win back what you lost
- lose track of time and forget about everything else when you are gambling

Learning Activity 6.1: DECIDE on Gambling

Scenarios

Gambling is one area in which people need to make good decisions. Choose **either** Scenario 1 **or** Scenario 2 below and use the DECIDE model in answering the questions related to the selected scenario. The questions are provided on the following pages.

Scenario 1

Mark is in Grade 11. Almost every weekend Mark and three of his friends get together to play cards. The bets are relatively small—only five or ten cents are bet on each hand. For this particular night, one of Mark's friends invited another student, Joel, to play with the group. Joel is a new student at school this year. Just as they are beginning to play, Joel throws \$5 into the pot and says, "Hey, let's make it more interesting!" Mark really can't afford to lose that amount of money but doesn't want to look cheap or seem scared to play.

OR

Scenario 2

Emily, who just turned 18, is in Grade 12, and really wants to graduate from high school. Both her parents regularly buy lottery tickets and play the VLTs when they go out for the evening. Sometimes Emily does not get her monthly allowance, since there is not enough money to give to her at the end of the month. On several occasions Emily's parents have won from \$200 to \$300 and, out of these winnings, have bought Emily something she wants, usually clothes. Emily is not sure how much they spend on gambling because they've never really talked about it. Emily's parents then break up over something Emily considers a "little misunderstanding that has gotten all blown up." Emily is still quite hurt and feels down about the break-up. Coming home from school one day, Emily passes a hotel with VLTs and thinks, "Maybe I should go in and try my luck"

Remember, you need to complete the DECIDE model for Scenario 1 **or** Scenario 2.

Once you have answered the questions and completed the chart for this learning activity, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.

Learning Activity 6.1: DECIDE on Gambling (continued)

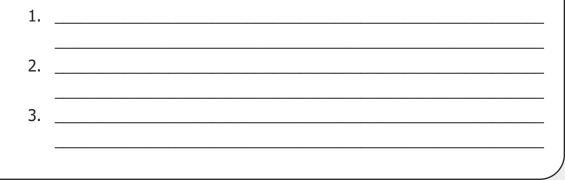
DECIDE Model (for Scenario 1)

Describe how the person involved in the selected scenario could apply the DECIDE model by answering the following questions.

- **D.** Define the problem or issue.
- **E.** Explore the choices. Write **two** choices in the left-hand column of the table below.
- **C.** Check the choices against sound, relevant health knowledge and values (family, religious affiliation, school, and community). List **two** reasons in support of **each** choice and **two** reasons against **each** choice.

Selected Scenario:	Two Reasons in Support of the Choice	Two Reasons Against the Choice
Choice 1:	1.	1.
	2.	2.
Choice 2:	1.	1.
	2.	2.

I. Identify **three** values that could help Mark make a good decision.



Decide and take acti	on. Write a few sentences to	o complete the story.
showing that Mark n		, <i>, ,</i>
Evaluate the decision	n that Mark made. Revise it	if necessary.
DECIDE Model (for Se	cenario 2)	
	n involved in the selected so ering the following question	
Define the problem	2 2 .	
Explore the choices.	Write two choices in the le	ft-hand column of the
table below. Check the choices age (family, religious affi		n knowledge and value ity). List two reasons i
table below. Check the choices age (family, religious affi	Write two choices in the legainst sound, relevant health liation, school, and commun	n knowledge and value ity). List two reasons i
table below. Check the choices ag (family, religious affil support of each cho	Write two choices in the legainst sound, relevant health liation, school, and commun vice and two reasons agains Two Reasons in Support	n knowledge and value ity). List two reasons i it each choice. Two Reasons Agains
table below. Check the choices ag (family, religious affil support of each cho Selected Scenario:	Write two choices in the legainst sound, relevant health liation, school, and commun sice and two reasons agains Two Reasons in Support of the Choice	n knowledge and value ity). List two reasons i it each choice. Two Reasons Agains the Choice
table below. Check the choices ag (family, religious affil support of each cho Selected Scenario:	Write two choices in the legainst sound, relevant health liation, school, and commun sice and two reasons agains Two Reasons in Support of the Choice 1.	n knowledge and value ity). List two reasons i it each choice. Two Reasons Agains the Choice 1.
table below. C. Check the choices ag (family, religious affil support of each cho Selected Scenario: Choice 1:	Write two choices in the legainst sound, relevant health liation, school, and commun sice and two reasons agains Two Reasons in Support of the Choice 1. 2.	n knowledge and value ity). List two reasons i it each choice. Two Reasons Agains the Choice 1. 2.

Lea	rning Activity 6.1: DECIDE on Gambling (continued)
	dentify three values that could help Emily make a good decision.
2	<u>.</u>
3	3
	Decide and take action. Write a few sentences to complete the story, howing that Emily made a good choice.
- E. E	Evaluate the decision that Emily made. Revise it if necessary.
-	

Summary

This lesson was about making good decisions related to gambling. The following lesson deals with making good decisions about the use and abuse of substances.

LESSON 2: SUBSTANCE USE AND ABUSE

Le	sson Focus
Yo	ou will show an understanding of
	the use and abuse of substances and their effects on personal health
Yo	ou will be able to
	explain the meaning of addiction and substance dependence and their possible effects

Introduction

Manitoba adolescents who use alcohol and other mood-altering drugs typically report starting use between the ages of 12 and 16. Substance use and abuse is one of the major health risks for children and adolescents today. Why do adolescents get involved in using these substances? You will spend some time in this lesson investigating substance use and abuse and addiction, and their effects on personal health.

Addiction and Substance Dependence

What do you think it means to be dependent on a substance such as tobacco? Substance dependence is very similar to addiction. Here is a definition:

Substance dependence is the body's physical and psychological reliance on a substance such as alcohol, heroin, or cocaine. If the person stops using the substance, the body experiences withdrawal symptoms.

Although gambling addiction is a serious problem for many adolescents, addiction to substances is a more prevalent problem.

	start thinking about the problem of substance use and abuse, answer th llowing questions.
1.	Why do you think someone your age or younger might start to use drugs?
2.	What personal and social problems are caused by drug abuse?

Some Important Facts about Substance Use and Abuse

On the following pages, you will read about substances to which some adolescents become addicted:

- alcohol
- tobacco
- cannabis
- Ecstasy, Rohypnol, LSD (lysergic acid diethylamide)

Read the information carefully. Some of the questions on your final examination will be based on this information.

For more information on these or other substances, contact

Addictions Foundation of Manitoba Telephone: 204-944-6200 Website: <u>www.afm.mb.ca/maaw</u>

Alcohol*

Alcohol is a drug like any other. Drinkers can become psychologically dependent (they feel they need it) as well as physically dependent (the body needs it) on alcohol. Tolerance (a need for more alcohol to get the desired effect) builds up the more a person drinks.

It takes about one to two hours for an adult liver to break down the alcohol in one standard drink. If a person drinks more than this, the alcohol builds up in the body. For example, if you have two drinks in one hour, it could take the body up to four hours to get rid of all the alcohol. That is why drivers should not drink at all.

A Danger for Regular Drinkers

Regular users of alcohol may not seem drunk, but they are still not safe when doing things that need judgment, such as driving.

Short-Term Effects

While using alcohol, a person may

- feel more relaxed and sociable
- feel drowsy, dizzy, and flushed
- do things he or she would not normally do
- make poor decisions
- have trouble walking or moving
- have slurred speech and blurred vision
- have lowered blood pressure, breathing, and pulse
- show aggressive or violent behaviour
- be unable to remember what he or she did or said (called a blackout)
- pass out (become unconscious), reflecting a degree of coma

^{*} Source: Addictions Foundation of Manitoba (AFM). The Basics Series. Winnipeg, MB: AFM, 2005. Adapted by permission.

Long-Term Effects

After heavy use of alcohol over a long period of time, a person may experience

- skin problems and stomach ulcers
- vitamin deficiencies
- sexual problems, such as decreased sperm production, impotency (the inability to have sexual intercourse), and infertility (the inability to have children)
- mood changes and emotional changes
- brain damage and memory loss
- liver damage, heart and circulatory problems, and various types of cancer

Other Risks

- When mixed with drugs, alcohol can be dangerous. Talk to your doctor or pharmacist about the risks of drinking alcohol while taking medication.
- Drinking a lot of alcohol very quickly is called chugging and is usually done in drinking games. Drinking a lot of alcohol is called binge drinking (e.g., five or more drinks for men, and four or more drinks for women). Both chugging and binge drinking can cause alcohol poisoning, which is an overdose of alcohol that results in vomiting, passing out, and sometimes death.
- People can put themselves in risky situations when drinking (e.g., driving while impaired, having unprotected sex, participating in unsafe actions that could cause injury).
- Alcohol use during pregnancy can cause permanent damage to the developing fetus. There is no safe amount of alcohol that can be consumed during pregnancy. (More information regarding pregnancy and alcohol is provided in Module 10.)

Tobacco*

Smokers can be psychologically and physically dependent on nicotine. **Nicotine** is the addictive chemical found in tobacco leaves. When dried, the leaves can be used to make cigarettes, cigars, pipe tobacco, chewing tobacco, and snuff, which is a powdered tobacco. Nicotine is most often taken by breathing in the smoke from a cigarette or other tobacco product.

^{*} Source: Addictions Foundation of Manitoba (AFM). The Basics Series. Winnipeg, MB: AFM, 2005. Adapted by permission.

Nicotine is a stimulant (increases energy and alertness). When smokers haven't had a cigarette for a while, they may go into withdrawal and feel jumpy or jittery. Smoking a cigarette may make them feel calm. This calmness occurs because the nicotine is getting rid of the withdrawal symptoms.

Tobacco contains about 4000 other very harmful substances, such as tar, acids, glycerol, ketones, and carbon monoxide. Two-thirds of the smoke from a cigarette enters the surrounding air. Second-hand smoke contains over 4000 chemicals and gases, such as lead, arsenic, formaldehyde, and carbon monoxide, and can cause cancer in non-smokers. Second-hand tobacco smoke contains nitrogen dioxide in concentrations at 50 times, and hydrogen cyanide at 160 times, recognized hazardous levels.

Short-Term Effects

While using tobacco, and with increasing doses, a person may experience

- a short high, from a few moments to half an hour, followed by a period of relaxation
- increased heart rate and faster breathing. Smoking causes higher levels of carbon monoxide in the blood, decreasing its ability to carry oxygen, thus causing the heart to work harder.
- increased ability to concentrate
- relief of depressed (sad) feelings
- dizziness, coughing, diarrhea, and vomiting (in first-time or novice smokers)
- reduced appetite (lack of desire to eat)

Long-Term Effects

After regular use of tobacco over a long period of time, a person may experience

- mood swings and lack of energy
- illness from various cancers. Smoking is the main cause of lung cancer and can cause cancer in many other places (e.g., colon, mouth, throat, bladder, cervix).
- chronic bronchitis and emphysema (serious lung problems affecting ability to breathe)
- heart disease and stroke, with stroke an extra risk for women on birth control pills

- weakened immune system (the body is unable to fight off infections as easily)
- digestive system problems, such as ulcers
- problems with the healing of cuts/wounds
- death. Smoking is the main preventable cause of death and disability in Canada. Over 35,000 people die each year from smoking-related diseases.

Other Risks

- At least 1100 non-smokers exposed to second-hand smoke will die this year in Canada.
- Pregnant mothers who smoke run a greater risk that their babies will be born sick or prematurely.
- Second-hand smoke is dangerous to babies, as they breathe faster than adults, taking in more pollutants from the air. Second-hand smoke has been linked to sudden infant death syndrome (SIDS).
- Second-hand smoke is a cause of asthma attacks, ear infections, bronchitis, and coughs in children.
- Children's exposure to second-hand smoke may contribute to heart disease in adulthood.

Cannabis*

Cannabis sativa is a plant that contains the drug THC (delta-9tetrahydrocannabinol). It is a unique drug, with effects that include sedation (feeling calm), euphoria (a sense of well-being), and hallucinations. THC's hallucinogenic effects change the way you think, see, and hear things. The THC content in cannabis products is higher today than it was years ago, resulting in a much stronger drug.

^{*} Source: Addictions Foundation of Manitoba (AFM). The Basics Series. Winnipeg, MB: AFM, 2005. Adapted by permission.

Cannabis is used to produce three drug products:

- Marijuana (pot, weed, grass, dope) consists of the dried leaves and flowers of the plant.
- Hashish (hash) is made from the dried resin at the top of the plant. It is often brown or black and "chunky" looking.
- Hash oil is made from hashish. This sticky oil can be brown, black, red, or clear. It is often placed in small bottles or caps.

Cannabis products are typically smoked. They can also be eaten. The effects of THC are felt within a few minutes after being smoked, and usually last from three to four hours. When eaten, the effects may take an hour or more to be felt. THC is stored in fat cells, and the body gets rid of it slowly. As a result, THC may be in the body up to 30 days after stopping use and even longer for frequent users.

Smoke from a marijuana cigarette contains numerous chemicals, some of which are also found in tobacco smoke, and are known to cause cancer.

Short-Term Effects

While using cannabis, a person may experience

- increased heart rate and blood pressure
- slow reaction time and poor coordination
- concentration and memory problems
- a feeling of being separated from reality and seeing or hearing things that aren't there
- panicky feelings or paranoia (feeling scared or suspicious for no reason)

Long-Term Effects

After heavy use of cannabis over a long period of time, a person may experience

- difficulty with learning and solving problems
- breathing problems, frequent coughing, lung damage, and increased risk of cancer
- immune system problems (the body is unable to fight off infections as easily)
- decreased motivation, low energy, and loss of interest in life

Ecstasy*

Ecstasy is MDMA (N-methyl-3, 4-methylenedioxymethamphetamine). This drug has many nicknames, such as E, XTC, X, Adam, Eve, Clarity, Lover's Speed, Rave, Euphoria, Love Doves, Batmans, Decadence, and Happy Pills. Ecstasy is made mainly in illegal labs and comes in tablets or capsules, which are usually taken by mouth. A dose is about 50 to 200 mg. It can also be injected or snorted. Ecstasy works in a similar way as stimulants (drugs that increase energy and alertness) and hallucinogens (drugs that change the way you think, hear, and see things).

Short-Term Effects

While using Ecstasy, a person may experience

- sweating or chills, faintness, dizziness, confusion, and tiredness
- nausea or vomiting, and loss of appetite
- distortions in thinking, such as time going slow or fast, and having changed memories
- anxiety, paranoia (feeling scared or suspicious for no reason), and panic attacks

Long-Term Effects

After heavy use of Ecstasy over a long period of time, a person may experience

- forgetfulness, poor concentration, feeling depressed (sad), and self-injury
- tiredness, sleeping problems, confusion, panic, and paranoia
- aggressive behaviour (becoming violent)
- death from kidney or heart failure caused by lack of water in the body (dehydration) or an abnormally high body temperature (hyperthermia)

^{*} Source: Addictions Foundation of Manitoba (AFM). The Basics Series. Winnipeg, MB: AFM, 2005. Adapted by permission.

Rohypnol*

Rohypnol is in a class of depressant drugs called benzodiazepines. **Depressants** are drugs that slow down brain functioning. Rohypnol also has sedative/hypnotic effects. **Sedatives** have a calming effect, and **hypnotics** make you sleepy.

Rohypnol is a brand name. The generic name for this drug is flunitrazepam. Street names include roofies, rophies, roche, rope, and forget-me pills.

Rohypnol is not legally available in Canada.

The "Date Rape" Drug

Rohypnol is known as a "date rape" drug. Because it is tasteless and odourless, it can be dissolved into someone's drink, causing the person to become confused and drowsy. It can also cause the person to forget what happened when under the influence of the drug. (This is called "anterograde amnesia.") Sexual assault and rape have been known to happen to people drugged with Rohypnol.

LSD*

LSD (lysergic acid diethylamide) is commonly known as acid and has other nicknames, such as hits, boomers and dots. LSD is the most powerful of the hallucinogenic drugs (drugs that change the way you think, see, and hear things). The LSD experience is unpredictable and can range from pleasurable to frightening.

Consequences of Addiction and Substance Dependence for Society

The harm suffered by Canadians as a result of addiction to alcohol, other drugs, and gambling is evident everywhere. Illness and death are caused by overdoses. Families are left dysfunctional or destroyed. Court systems and prisons are burdened with drug traffickers and those who commit crimes to fund their addictions. Innocent people are killed by impaired drivers.

There are also other, less visible, consequences of substance abuse. Alcoholism and drug addiction can place additional strains on Canada's health care and social service systems. Policing and prison costs are paid for by taxpayers. The movement of drugs across Canada's borders threatens border security and creates tension in Canada's relationships with other countries. Control of the drug trade by organized crime generates huge profits that are used to finance other illegal activities or that are laundered and invested in legitimate businesses.

^{*} Source: Addictions Foundation of Manitoba (AFM). The Basics Series. Winnipeg, MB: AFM, 2005. Adapted by permission.

Learning Activity 6.3: Effects of Substance Use and Abuse

Choose **two** of the substances (alcohol, tobacco, cannabis, or Ecstasy, Rohypnol, or LSD) discussed in Lesson 2 and answer the following questions for both substances. Make sure you identify the two substances you have chosen to address. You may need to consult the Internet, local health-care professionals, library resources, or the information from Lesson 2 to find accurate information.

1. Explain how **each** of the two substances you have chosen affects the user's **physical health**.

	Substance 1:
1	Substance 2:
	Explain how each of the two substances you have chosen affects the
	user's mental health .
1	Substance 1:

	Substance 2:
8.	What are the potential consequences on users and those around
	them of abusing each of the two substances? Substance 1:
	Cultatence 2:
	Substance 2:

Summary

Learning about the effects of addiction and substance abuse will help you make educated decisions when confronted with difficult situations. The fact is that it is always easier simply not to abuse substances. In the next lesson you will look at the effects of performance-enhancing drugs and other ethical issues in sports.

LESSON 3: UNETHICAL ISSUES IN SPORT

Les	sson Focus
Yo	u will show an understanding of
	the unethical issues and the use of performance-enhancing substances in sport
Yo	u will be able to
	recognize the impact on adolescents of performance-enhancing substances in sport, as represented in the media

Introduction

To begin this lesson, you will find it helpful to have a little background knowledge of the use of performance-enhancing substances in sport in Canada and Manitoba. You will then be able to examine the impact of substance use on adolescents, and the influence of media representations of athletes using performance-enhancing substances in sport.

Young athletes use doping substances to improve performance. Hockey, football, and swimming are the sports that are thought to have the highest incidence of banned substance use.

The Sport Medicine Council of Manitoba estimates that the use of stimulants (substances that act on the brain to stimulate the body both mentally and physically) such as caffeine, ephedrine, and herbal products is higher than the use of anabolic steroids in Manitoba.

All Olympic sports, as well as many other sports, have a governing body that enforces regulations related to the use of certain substances. For more information regarding banned substances, visit the Canadian Centre for Ethics in Sport website (<u>www.cces.ca</u>) or contact the organization directly.

Important Facts about Performance-Enhancing Substances

Substances used to enhance performance include

- anabolic steroids
- ephedrine and caffeine
- narcotics/analgesics
- diuretics
- creatine

A discussion of the effects and risks of these substances follows.

Anabolic Steroids

- Anabolic steroids are used to stimulate muscle size and/or strength.
- Use of these substances can result in acne, stunted growth, increased risk of heart attack and stroke from higher levels of bad cholesterol (LDL) and reduced levels of good cholesterol (HDL), high blood pressure, liver and kidney disorders, and psychological distress ("roid rage").
- The risk of transmission of infectious disease (e.g., hepatitis, HIV/AIDS) also increases with the use of anabolic steroids.

Ephedrine and Caffeine

Warning Signs of Anabolic Steroid Use

Warning signs that someone may be using anabolic steroids include

- rapid weight gain and an increase in muscle size and strength (e.g., 5 to 10 kg in 6 to 12 weeks)
- changes in behaviour, increased moodiness, and hostility
- severe acne on upper back, shoulders, arms, and face
- rounded or "moon" face
- abnormal breast development in males
- growth of body hair and lowering of voice in females
- jaundice, yellowing of the skin, or whites of the eyes—a sign of liver disturbance

- Ephedrine and caffeine are used to increase alertness and delay fatigue.
 While use of these substances allows athletes to train longer, more recovery time is required.
- Use of these substances can result in increased heart rate and/or blood pressure, arrhythmia (an irregularity in the force or rhythm of the heartbeat), dehydration (water loss within the body can lead to fatal complications), tremors or the shakes, convulsions, increased anxiety, and aggression.

Narcotics and Analgesics

- Narcotics and analgesics are used as painkillers.
- They are extremely addictive, and can cause respiratory depression, irritation, nausea, convulsions, and dizziness.
- Use of these substances may result in further damage to a serious injury.

Diuretics

- Diuretics are used for quick, temporary weight loss.
- Use of these substances causes dehydration, muscle weakening, cramping, and a drop in blood pressure. It can also lead to heart irregularities.

Creatine

- Creatine is used to increase muscle mass through water retention and to build muscle fibres.
- Long- and short-term effects of creatine use are currently being studied.
- Side effects observed among users include diarrhea, bloating, muscle cramps, and an increase in kidney disorders.

The Impact of Banned Substances on Society

People are concerned not only about the number of adolescents who are using performance-enhancing drugs, but also about how others' use of these drugs affects adolescents. How do you feel when you see or hear about a Canadian winning a gold medal at the Olympics? Do you feel proud, excited, and motivated to participate in that sport? Imagine how you would feel if the next day you found out that the medal had been taken away because that athlete was found to have a banned substance in his or her system. Some people feel angry, embarrassed, or confused about why someone would cheat.

People experience many different types of reactions and feelings when they learn that athletes have used illegal substances to enhance their performance in sport. The following learning activity will ask you for your reactions and feelings on this issue.

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Learning Activity 6.4: Your Views on Performance-Enhancing Substance Use

Answer the following questions to help you determine and understand your own values about the issue of performance-enhancing drug use in sport.

- 1. What does fair play mean to you?
- 2. Why is the use of drugs at the Olympics such an important issue?
- 3. If one member of a team has been found to be using an illegal substance, why is the entire team disqualified?
- 4. What should happen to a medal winner who unknowingly took a banned substance, such as that found in a cold medicine, and has tested positive for the substance?

Once you have answered the questions, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.



You will now examine media representations of an athletic event involving the use of banned substances by completing Assignment 6.1. It is found in the Assignments section at the end of this module.

Summary

In this lesson you spent a lot of time looking at and evaluating how the use of banned substances affects you and society. In the next lesson you will continue to look at the effects of drugs from the standpoint of addiction. Drug use and abuse have a huge impact on society, including everybody's health and well-being. Notes

LESSON 4: POTENTIALLY DANGEROUS SITUATIONS

Les	son Focus
Yo	u will show an understanding of
	the laws related to substance abuse and their effectiveness
Yo	u will be able to
	apply problem-solving strategies in responding to issues relating to substance use and abuse
	identify examples of potentially dangerous situations and effective avoidance/refusal strategies

Introduction

Now that you have examined the meaning of addiction and substance dependency, it is essential that you equip yourself with some strategies on how to respond to situations of substance use. There likely will be a time when someone offers you drugs or alcohol. This may already have happened. Sometimes it is difficult to make decisions that are right for us when we experience pressure situations.

In this lesson you will practise some problem-solving strategies in responding to various potentially dangerous situations. You will also spend time looking at the laws that are relevant to personal and community safety and determine their effectiveness.

As a teenager you may have experienced a time when your parents or guardians showed a concern for your safety. Parents or guardians often see dangers or conflicts that involve a potential for violence, injury, or emotional distress. They try to protect and shelter their children from dangerous situations. At this point in your education it is essential for you to know that there are potentially dangerous situations that you may come across, and to know how to deal with them. Any child can become a victim of crime, regardless of age, gender, religious or ethnic affiliation, appearance, size, or strength. The best ways you can try to protect yourself from being victimized are to talk about safety openly and honestly, learn about ways to avoid dangerous situations, and know what you can do if anyone ever tries to harm you.

Recognizing Potentially Dangerous Situations

Potentially dangerous situations include

- getting hurt in a car accident
- having too many alcoholic drinks at a party
- getting "stoned" (e.g., changing one's behaviour with the use of drugs)
- getting into a heated argument with someone who has been drinking
- getting a ride home late at night with someone you do not know or trust
- walking home late at night on a poorly lit street
- getting into an argument with a gang member
- bullying
- being pressured by a group of individuals to steal
- neglecting to tell someone where you are going
- being out late alone at night
- taking a drink that you have not seen being made
- providing personal information online

Try to think of some other examples of situations that could be dangerous.

The Law*

- If you drive a motor vehicle or an off-road vehicle (such as a snowmobile or a dirt bike) with a BAC (blood alcohol concentration) between .05 and .08, you will face a variety of consequences under *The Highway Traffic Act* of Manitoba. If you have access to the Internet, go to the Manitoba Justice website at www.gov.mb.ca/justice/impaired/ to get the most up-to-date information.
- If you drive a motor vehicle with a BAC of .08 or over, you may also face charges under the *Criminal Code* of Canada, including having a criminal record, fines, and/or imprisonment.

Note: The laws are constantly changing. When you complete the assignments for this module, make sure that you have the most current information.

^{*} **Source:** Manitoba Addictions Awareness Week (MAAW) Committee, *High on Life Resource Kit* 2006/07. Used by permission.

Re	ad the following scenario and write responses to the questions below.
	cenario: You are sitting in a car with some other people, and meone who has drunk a lot of alcohol insists on driving.
1.	What are the potential dangers in the scenario?
2.	What would the others think if you said something about the danger?
3.	What are some strategies or responses you could use to avoid potenti harm?

Developing a Refusal Plan

It is important that you have a plan ready to refuse drugs or alcohol if it is offered to you. It will be much easier to stick by your values if you are prepared for the potential situation.

These are some strategies you can use when your friends want you to do something you don't want to do:

- Use "fogging" statements: "Fogging" statements use agreement or humour to maintain control over a situation by keeping it positive. These are vague statements, like the ones your parents or guardians and teachers use when they don't want to commit to something. Examples: "Maybe. I'm not sure." "That might be true and (never but)..." "I'm not sure about that." Your friend might say, "You won't try drugs because you're chicken." You might make chicken noises and say, "Sure, I'm a chicken. Do you have any idea what those drugs can do to your brain?"
- Use delaying statements: Delaying statements give you time to take action or make a decision. For instance, you could pretend that you didn't hear something or change the subject. Examples: "Maybe later. I need to do something else right now." "What did you do to your hair?" "I don't know." "I'm not ready to make that decision now."
- Anticipate the risk: Think about potential problems before they occur. Let's say that you're going to a party where there will be alcohol. You know that someone will offer you a drink. So, before going to the party, think about how you are going to respond.
- Say "No" assertively: Often, it is best to say "No" in a very clear, definite way.
- **Ask for help:** Don't be afraid to ask for help, especially if you are concerned that somebody might get hurt.
- Use "one-liners": Sometimes the use of one-liners can quickly defuse a dangerous situation. Example: "If you were my friend, you would not ask me to do this."
- Leave: If you remove yourself from the situation, you will not get hurt.
- "Blame" your parents: If your parents or guardians would not approve of or don't know where your friends want you to go, then do not go there ("If your parents don't know... Don't go."). It might help to say, "I can't do that because my parents would ground me forever."

When faced with potentially dangerous situations, you need to have the ability to recognize the danger and decide how you will try to avoid the situations completely. You may already have encountered some of these types of situations in your lifetime. Often a situation can start off very innocently and then become dangerous. Have you ever been at a party that appeared to become potentially dangerous after a few hours when some of the people had had too much to drink or had used drugs? Do you have a plan of what to do if this or something like this occurs?

Substance Use and Abuse*

Did you know . . . ?

- About one-third of vehicle fatalities in Manitoba involve drivers who have been drinking.
- On average, 38 Manitobans were killed in alcohol-related collisions each year from 1995 to 2003.
- In 2003, males accounted for 80 percent of all fatally injured drivers that had alcohol in their system.
- Almost one-half of all crashes involving drivers who have consumed alcohol occur between 9:00 p.m. and 3:00 a.m.
- * **Source:** Manitoba Addictions Awareness Week (MAAW) Committee, *High on Life Resource Kit*, 2006/07. Used by permission.

Responding to Situations Involving Substance Use or Abuse

Now that you know how to identify some potentially dangerous situations and know what you can do if you find yourself in these situations, take some time to think about how adolescents may use and/or abuse different substances and how you would respond to or avoid situations and experiences that could be dangerous.

There is no way that you can be prepared for every possible situation that could arise. Decisions can be easier, however, if you have a good sense of what you are willing to do and what you are not willing to do when you're out with friends. Consider what you would do in certain situations involving substance use or abuse by completing the following learning activity and assignment.

Learning Activity 6.6: What Would You Do?

Read the following two scenarios and decide what you would do. Answer the questions below.

Scenario 1: You are at a party out of town. You arrived at the party with some friends and your best friend was the one who drove. Many of the kids drank alcohol, including your best friend. When it is time to go home, you think that your friend has had too much to drink and should not drive home.

1.	What	are	vour	options?
- · ·		are	,001	opcionor

2. Which option would be the easiest?

3. Which option would be the safest?

4. Would it be difficult to make the safest choice? Explain.

Learning Activity 6.6: What Would You Do? (continued)

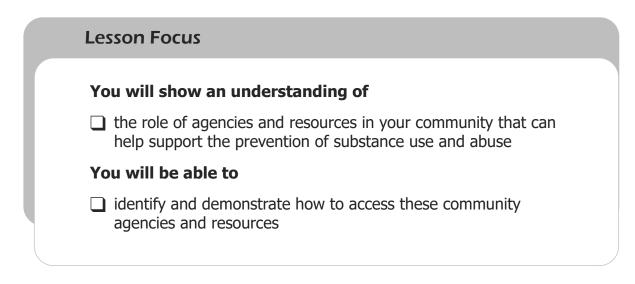
ste ed	enario 2: You are at school and you see someone taking anabolic proids in the change room before a weight-training class in physical ucation. The person taking the steroids offers you some and threate u if you were to tell anyone.
1.	What would make you not tell someone about this situation?
2.	Would you take the steroids? Explain.
3.	What would make you decide to tell someone?

Summary

Working through the scenarios in this lesson should have made you think a little about what decisions you or others may have to make in the coming years. In the final lesson of this module you will identify and locate community resources that could help you deal with some of the potentially dangerous situations you have just been working through.

Notes

LESSON 5: COMMUNITY AGENCIES AND RESOURCES



Introduction

Many resources are available to help people respond to situations involving substance use and abuse. In many cases you will first turn to your friends for help, but sometimes your friends may be misinformed or misleading. If the issue is serious, you should ask for help from a parent or guardian, a teacher, or another adult you trust. If the situation is more serious, or you want it to stay confidential, you may feel that you need to turn to the police or to a community agency.

Identify Your Community Resources

You will spend most of your time in this lesson researching your own community resources and how to access them. The following learning activity and assignment will guide you in doing your research.

Find out what resources are available to you by answering the following questions.

- 1. What resources does your community have to help support the prevention of substance use and abuse?
- 2. Why is it important to have accessible community resources?
- 3. What reliable Internet resources are available to you?
- 4. What circumstances would prompt you to use these resources?

Once you have answered the questions, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.



Using the following tables, list information for **four** agencies and resources in your community that can help support the prevention of substance use and abuse.

Community Resource Name	
Address	
Telephone Number	
Website or Email Address	
Hours of Operation	
Services Offered	

Community Resource Name	
Address	
Telephone Number	
Website or Email Address	
Hours of Operation	
Services Offered	

Learning Activity 6.8: Agencies and Resources in Your Community (continued)

Community Resource Name	
Address	
Telephone Number	
Website or Email Address	
Hours of Operation	
Services Offered	

Community Resource Name	
Address	
Telephone Number	
Website or Email Address	
Hours of Operation	
Services Offered	

Once you have completed the tables, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.

Summary

This module consisted of information about substance use and abuse, addiction, strategies to deal with difficult decisions, and ways to access community resources. You have now completed over half of this course and should be much more knowledgeable about topics dealing with your own physical, emotional, mental, and personal development. Take a few minutes to think about what you have learned and write down any questions or concerns that you would like your tutor/marker to address.

Notes

MODULE 6 SUMMARY

Congratulations! You have completed Module 6 of Grade 9 Physical Education/Health Education.



Submitting Your Assignments

It is now time for you to submit your Module 5 and Module 6 assignments 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 Modules 5 and 6 assignments and organize your material in the following order:

- Modules 5 and 6 Cover Sheet (found at the end of the course Introduction)
- Assignment 5.1: Module 5 Physical Activity Log*
- Assignment 5.2: Warm-up and Cool-down
- Assignment 5.3: Personal Training Workout
- Assignment 6.1: Media Coverage of Substance Use in Sport
- * Note: Before you submit your completed assignments, make sure that you and your parent/guardian have signed all the applicable forms included in the assignment(s).

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

Module 6 Review Questions

Use the following questions to help you assess what you learned in Module 6 and to guide your studying. These questions will help you prepare for the examination you will write at the end of this course.

Lesson 1

1. Can you explain the meaning of addiction and substance dependence?

Lesson 2

2. Examine the consequences of addiction and substance use and abuse on personal health and well-being.

Lesson 3

3. Can you recognize the impact on adolescents of performance-enhancing substances in sport, as represented in the media?

Lesson 4

- 4. Are you able to apply problem-solving strategies in responding to issues relating to substance use and abuse?
- 5. Can you identify examples of potentially dangerous situations and effective avoidance/refusal strategies?
- 6. Examine the laws related to substance abuse and consider their effectiveness.

Lesson 5

7. Identify the agencies and resources in your community that can help support the prevention of substance use and abuse and know how to access these agencies and resources.

MODULE 6

Learning Activity Answer Key

MODULE 6 LEARNING ACTIVITY ANSWER KEY

Some **sample answers** are provided for the learning activities in Module 6 to help you see whether or not you are on the right track.

Lesson 1

Learning Activity 6.1: DECIDE on Gambling

Scenarios

Gambling is one area in which people need to make good decisions. Choose **either** Scenario 1 **or** Scenario 2 below and use the DECIDE model in answering the questions related to the selected scenario. The questions are provided on the following pages.

Scenario 1

Mark is in Grade 11. Almost every weekend Mark and three of his friends get together to play cards. The bets are relatively small—only five or ten cents are bet on each hand. For this particular night, one of Mark's friends invited another student, Joel, to play with the group. Joel is a new student at school this year. Just as they are beginning to play, Joel throws \$5 into the pot and says, "Hey, let's make it more interesting!" Mark really can't afford to lose that amount of money but doesn't want to look cheap or seem scared to play.

OR

Scenario 2

Emily, who just turned 18, is in Grade 12, and really wants to graduate from high school. Both her parents regularly buy lottery tickets and play the VLTs when they go out for the evening. Sometimes Emily does not get her monthly allowance, since there is not enough money to give to her at the end of the month. On several occasions Emily's parents have won from \$200 to \$300 and, out of these winnings, have bought Emily something she wants, usually clothes. Emily is not sure how much they spend on gambling because they've never really talked about it. Emily's parents then break up over something Emily considers a "little misunderstanding that has gotten all blown up." Emily is still quite hurt and feels down about the break-up. Coming home from school one day, Emily passes a hotel with VLTs and thinks, "Maybe I should go in and try my luck"

Remember, you need to complete the DECIDE model for Scenario 1 or Scenario 2.

DECIDE Model (for Scenario 1)

Describe how the person involved in the selected scenario could apply the DECIDE model by answering the following questions.

D. Define the problem or issue.

Mark can't afford to lose \$5 with every bet.

- **E.** Explore the choices. Write **two** choices in the left-hand column of the table below.
- **C.** Check the choices against sound, relevant health knowledge and values (family, religious affiliation, school, and community). List **two** reasons in support of **each** choice and **two** reasons against **each** choice.

Selected Scenario:	Two Reasons in Support of the Choice	Two Reasons Against the Choice
Choice 1: <i>Mark could continue playing</i> <i>and hope to meet the higher</i> <i>bet.</i>	1. Mark could win some money.	1. He might lose all his money in a short amoun of time.
	2. The friends might have more fun by playing with higher stakes.	2. The game might become increasingly tense as some players begin losin money much faster than they ever have before.
Choice 2: Mark could say he cannot afford to lose that much money or that his parents would not allow him to play with such high bets and opt out. OR Mark could explain to Joel why the group plays only for small amounts and recommend that they play as they normally do.	1. Mark's friends might agree with him and encourage Joel to place smaller bets.	1. Mark might be alienating himself from his friends and may eventually drift away from them.
	2. Joel might go along with Mark and place smaller bets.	2. Joel might insist that the guys take greater chances to make the game more interesting.

I. Identify **three** values that could help Mark make a good decision.

Any values could be listed, including honesty, equity, responsibility, justice, respect, consideration, commitment, wisdom, love, courage, humility, and truth. Three possible answers are suggested below.

- **Responsibility:** Mark needs to understand the consequences of losing large amounts of money. So, he needs to be responsible in deciding whether or not to gamble with higher stakes.
- **Courage:** Mark needs to do the right thing, even though his friends may not agree with him or may ridicule him.
- Love: Some of Mark's friends may have less money than Mark or be more likely to become addicted to gambling. If Mark really cares about them, he will be careful about going along with gambling for higher stakes.
- **D.** Decide and take action. Write a few sentences to complete the story, showing that Mark made a good choice.

Mark decides to say that he cannot afford to lose that much money and opts out. At first, the other guys keep on playing for higher stakes. After a few hands, though, the game becomes very tense and they begin to argue when two of the guys start losing a lot more money than they have ever lost before.

E. Evaluate the decision that Mark made. Revise it if necessary.

The next day at school, Mark and his three original playing partners talk about the game. They all mention how much they used to enjoy playing—with small stakes. They decide to continue meeting without Joel. Months later, they still feel good about their decision.

DECIDE Model (for Scenario 2)

Describe how the person involved in the selected scenario could apply the DECIDE model by answering the following questions.

D. Define the problem or issue.

- Emily needs to decide whether or not she will start playing VLTs.
- Emily needs to understand herself better. In other words, it might not be clear to her that she wants to gamble in order to feel better about her parents' break-up.

- **E.** Explore the choices. Write two choices in the left-hand column of the table below.
- C. Check the choices against sound, relevant health knowledge and values (family, religious affiliation, school, and community). List two reasons in support of each choice and two reasons against each choice.

Selected Scenario:	Two Reasons in Support of the Choice	Two Reasons Against the Choice
Choice 1: Emily could go into the hotel and play VLTs.	1. She might have fun and meet some interesting people.	 She would be more likely to waste money, feel bad, and possibly become addicted to gambling.
	2. She might win some money.	2. She would be more likely to feel bad and possibly become addicted to gambling.
Choice 2: Emily could walk past the hotel and find a different way to cheer herself up, for example, by hanging out with her friends.	1. She would be less likely to waste money and become addicted to gambling. She would likely have fun and feel better.	1. She would never win money if she didn't gamble.
<i>OR</i> <i>Emily could talk to her parents</i> <i>or to someone she trusts</i> <i>about gambling.</i>	2. She would be more likely to feel closer to her parents.	2. She might miss out on meeting some interesting people in the hotel.

I. Identify **three** values that could help Emily make a good decision.

Any values could be listed, including honesty, equity, responsibility, justice, respect, consideration, commitment, wisdom, love, courage, humility, and truth. Three possible answers are suggested below.

- Honesty: Emily needs to be honest with herself about her desire to gamble.
- Wisdom: Emily would be wise to speak to her parents or to other trusted adults about gambling, since she knows so little about it herself.
- **Commitment:** Emily has made a commitment to herself and to others that she is going to graduate from high school. If she's not careful, gambling could get in the way of fulfilling her commitment.

D. Decide and take action. Write a few sentences to complete the story, showing that Emily made a good choice.

Emily decides to walk past the hotel and visit one of her good friends, Sue. Emily tells Sue how hurt she is from the break-up of her family. Although Sue is not an expert in gambling or marriage break-ups, she is a good listener. After a few hours of talking, the two girls go to a movie and have fun.

E. Evaluate the decision that Emily made. Revise it if necessary. *A few months later, Emily is getting ready to graduate from high school. She still hasn't played VLTs and is happy about her decision.*

Lesson 2

Learning Activity 6.2: Personal and Social Implications of Drug Use

Here are some **possible** correct answers to the questions.

1. Why do you think someone your age or younger might start to use drugs?

Young people may be feeling pressure at home, at school, or at work. They may see others doing drugs and are curious, or they may be pressured by their peers.

They may think using drugs is cool and may want to be part of the "in" crowd.

2. What personal and social problems are caused by drug abuse?

You may lose the trust and respect of your friends and family.

You may become sick and have to be hospitalized.

Many diseases such as HIV/AIDS are passed on through use of dirty needles and drug equipment.

Learning Activity 6.3: Effects of Substance Use and Abuse

Choose **two** of the substances (alcohol, tobacco, cannabis, or Ecstasy, Rohypnol, or LSD) discussed in Lesson 2 and answer the following questions for both substances. Make sure you identify the two substances you have chosen to address. You may need to consult the Internet, local health-care professionals, library resources, or the information from Lesson 2 to find accurate information.

- 1. Explain how **each** of the two substances you have chosen affects the user's **physical health**.
 - **Alcohol:** Answers may include slurred speech and blurred vision, liver damage, cancer, and accidents.
 - **Tobacco:** Answers may include serious lung problems, cancer, weakened immune system, and heart disease and stroke.
 - **Cannabis:** Answers may include increased heart rate, lung damage, immune system problems, and poor coordination.
 - Ecstasy, Rohypnol, LSD: Since these drugs vary so much, answers will vary greatly. Answers may include slurred speech, decreased respiratory rate, heart rate, and blood pressure, amnesia, blackouts, nausea, vomiting, diarrhea, tremors, seizures, self-injury, shortness of breath, loss of consciousness, and coma.
- 2. Explain how each of the **two** substances you have chosen affects the user's **mental health**.

For each substance, students could state problems associated with addiction to that substance.

- **Alcohol:** Answers may include making poor decisions, mood and emotional changes, impaired judgment, and brain damage.
- **Tobacco:** Answers may include mood swings, a short high, and changes in energy.
- Cannabis: Answers may include problems with concentration and memory, difficulty with learning and problem solving, distorted perception, and hallucinations.

Learning Activity 6.3: Effects of Substance Use and Abuse (continued)

- Ecstasy, Rohypnol, LSD: Since these drugs vary so much, answers will vary greatly. Answers may include lower inhibitions and a tendency to high-risk sexual behaviour, which can result in contracting hepatitis C, STIs, and HIV/AIDS, confusion, hallucinations, euphoria, drowsiness, dizziness, memory loss, aggressive behaviour, impaired thinking, and motor coordination problems.
- 3. What are the **potential consequences on users and those around them** of abusing **each** of the two substances?

For each substance, students could state that substance abuse by one person influences peers to do the same thing. Students could also state consequences of associating with people addicted to substances. For example, to support their habit, people who have an addiction may be dishonest with those close to them and may steal from them.

- Alcohol: Answers may include increased number of traffic and industrial accidents, aggression, violence (especially domestic violence), crime, and effects on fetuses (e.g., fetal alcohol syndrome).
- **Tobacco:** Answers may include hazards of second-hand smoke, including lung cancer, increased incidence of sudden infant death syndrome (SIDS), and effects on fetuses.
- **Cannabis:** Answers may include increased traffic accidents related to impaired driving skills and effects on fetuses.
- Ecstasy, Rohypnol, LSD: Since these drugs vary so much, answers will vary greatly. Answers may include increased traffic accidents related to impaired driving skills, accidental death, highrisk sexual behaviour, and effects on fetuses.

Lesson 3



Learning Activity 6.4: Your Views on Performance-Enhancing Substance Use

Here are some **possible** correct answers to the questions.

1. What does fair play mean to you?

Fair play means that everyone plays by the same rules and no one cheats to get ahead.

2. Why is the use of drugs at the Olympics such an important issue?

So many people want to win a gold medal and some will do anything to get it.

3. If one member of a team has been found to be using an illegal substance, why is the entire team disqualified?

In a team sport, no one receives individual consideration. The team wins together and the team loses together. The team concept is all about being there for the entire team.

4. What should happen to a medal winner who unknowingly took a banned substance, such as that found in a cold medicine, and has tested positive for the substance?

The person should be disqualified because athletes should know the rules for what is and what is not banned. Many people, such as coaches and trainers, could help to make sure athletes do not take any banned substances.

Lesson 4



Learning Activity 6.5: Avoiding Potential Danger

Here are some **possible** correct answers to the questions related to the scenario presented.

1. What are the potential dangers in the scenario?

The person who insists on driving may not know how to drive and you may have an accident and get hurt.

The person may get stopped by the police and get a fine.

2. What would the others think if you said something about the danger?

They may think you are a wimp for not wanting to be in the car and may pressure you into going along with the plan.

They may think you will tell on them if you get out.

They may think you are not very strong or courageous.

3. What are some strategies or responses you could use to avoid potential harm?

You could say you forgot something and get out of the car.

You could get out of the car and say you will get a ride from someone else.

You could try to talk the person out of driving by saying that getting caught driving could result in the loss of a driver's licence.

You could get out of the car and tell someone to stop the person from driving so that no one gets hurt.

You could offer to drive if you had a licence and had not been drinking alcohol.



Here are some **possible** correct answers to the questions related to the two scenarios presented.

Scenario 1

- What are your options? Call an adult for a ride home. Get into the car anyway. Stay overnight at the party.
- 2. Which option would be the easiest? *Get into the car anyway.*
- 3. Which option would be the safest? *Call an adult for a ride home.*
- 4. Would it be difficult to make the safest choice? Explain.

Yes. At the time, you may look like a wimp or seem scared, but later, when people are not drunk anymore, you may look like the one who made the right choice.

Scenario 2

1. What would make you not tell someone about this situation?

You might fear the person who threatened you.

You might not care because the steroids could affect the other person's body, not yours.

2. Would you take the steroids?

No. The steroids could have negative effects on your body.

3. What would make you decide to tell someone?

You might choose to tell someone out of concern for the person who is taking the steroids, and because you would not want to get into trouble if the teacher found out. Lesson 5



Learning Activity 6.7: Resources Available to You

Here are some **possible** correct answers to the questions.

1. What resources does your community have to help support the prevention of substance use and abuse?

Examples could include the local health clinic and different helplines you could call.

- 2. Why is it important to have accessible community resources? You need access to community resources in case of an emergency or in case you need someone to talk to other than your family or friends.
- 3. What reliable Internet resources are available to you?

On example is the Addictions Foundation of Manitoba website. Some websites designed for teens are also available.

4. What circumstances would prompt you to use these resources? You could call on these resources when you or someone you know needs help in dealing with problems.



Learning Activity 6.8: Agencies and Resources in Your Community

Using the following tables, list information for **four** agencies and resources in your community that can help support the prevention of substance use and abuse.

Community Resource Name	Addictions Foundation of Manitoba
Address	3rd Floor 1031 Portage Ave., Winnipeg MB R3G 0R8
Telephone Number	204-944-6281
Website or Email Address	www.afm.mb.ca
Hours of Operation	8:30 a.m. to 9:00 p.m.
Services Offered	<i>Various workshops and counselling related to addictions</i>

Community Resource Name	Behavioural Health Foundation	
Address	35 avenue de la Digue, St. Norbert MB R3V 1L6	
Telephone Number	204-269-3430	
Website or Email Address	www.bhf.ca	
Hours of Operation	N/A	
Services Offered	Addiction information and treatment Programming for youth, adults, and families	

(continued)

Learning Activity 6.8: Agencies and Resources in Your Community (continued)

Community Resource Name	Al-Anon and Alateen
Address	107–2621 Portage Avenue, Winnipeg MB R3J 0P7
Telephone Number	Crisis: 204-943-6051 Office: 204-942-4077
Website or Email Address	www.mb.al-anon.alateen.org
Hours of Operation	10 a.m. to 2 p.m.
Services Offered	Assistance to families and friends of alcoholics

Community Resource Name	Narcotics Anonymous	
Address	1650 Main Street, Winnipeg MB R2V 4C8	
Telephone Number	Winnipeg: 204-981-1730 Brandon: 204-727-2601	
Website or Email Address	na_Manitoba@hotmail.com	
Hours of Operation	N/A	
Services Offered	Various meetings for people who have addictions to drugs	

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Notes

Module 6

Assignment



1 hour (10 marks)

Directions

To complete this assignment, you will have to find information on an incident involving an athlete using a performance-enhancing substance while competing in a sporting event. You will need to use an article from a newspaper or magazine, school library, or public library. You could also use a search engine (e.g., <u>www.google.ca</u>) to conduct a search on terms such as "anabolic steroids" or people such as "Ben Johnson," "Silken Laumann," and so on. Make sure that you keep track of the article, because you will need to submit it to the Distance Learning Unit, along with the rest of the assignment. If you have difficulty finding an appropriate article, contact your tutor/marker.

Once you have read the information, answer the following questions based on the selected article.

- 1. Use the **5Ws** to describe what happened.
 - a. Who was the athlete?
 - b. What was the event?

c. When did it occur?

d. Where did it occur?

e. Why was this event important?

Assignment 6.1: Media Coverage of Substanc	e
Use in Sport (continued)	

f.	How does the use of the specified substance affect the health of the person who uses it? In other words, what are the effects and consequences of using this substance?
y	o you feel that the consequences were appropriate? In other words, do but think that the athlete was punished too lightly or too severely? Axplain.
-	
	essment
This	assignment is worth 10 marks.
Asse	essment Rubric
- 7 - 5 - 3	or 10 marks—Fully complete or 8 marks—Mostly complete or 6 marks—Fairly complete or 4 marks—More incomplete than complete to 2 marks—Mostly incomplete

MODULE 6 SUMMARY

Congratulations! You have completed Module 6 of Grade 9 Physical Education/Health Education.



Submitting Your Assignments

It is now time for you to submit your Module 5 and Module 6 assignments 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 Modules 5 and 6 assignments and organize your material in the following order:

- Modules 5 and 6 Cover Sheet (found at the end of the course Introduction)
- Assignment 5.1: Module 5 Physical Activity Log*
- Assignment 5.2: Warm-up and Cool-down
- Assignment 5.3: Personal Training Workout
- Assignment 6.1: Media Coverage of Substance Use in Sport
- * Note: Before you submit your completed assignments, make sure that you and your parent/guardian have signed all the applicable forms included in the assignment(s).

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

Module 6 Review Questions

Use the following questions to help you assess what you learned in Module 6 and to guide your studying. These questions will help you prepare for the examination you will write at the end of this course.

Lesson 1

1. Can you explain the meaning of addiction and substance dependence?

Lesson 2

2. Examine the consequences of addiction and substance use and abuse on personal health and well-being.

Lesson 3

3. Can you recognize the impact on adolescents of performance-enhancing substances in sport, as represented in the media?

Lesson 4

- 4. Are you able to apply problem-solving strategies in responding to issues relating to substance use and abuse?
- 5. Can you identify examples of potentially dangerous situations and effective avoidance/refusal strategies?
- 6. Examine the laws related to substance abuse and consider their effectiveness.

Lesson 5

7. Identify the agencies and resources in your community that can help support the prevention of substance use and abuse and know how to access these agencies and resources.

MODULE 6

Learning Activity Answer Key

MODULE 6 LEARNING ACTIVITY ANSWER KEY

Some **sample answers** are provided for the learning activities in Module 6 to help you see whether or not you are on the right track.

Lesson 1

Learning Activity 6.1: DECIDE on Gambling

Scenarios

Gambling is one area in which people need to make good decisions. Choose **either** Scenario 1 **or** Scenario 2 below and use the DECIDE model in answering the questions related to the selected scenario. The questions are provided on the following pages.

Scenario 1

Mark is in Grade 11. Almost every weekend Mark and three of his friends get together to play cards. The bets are relatively small—only five or ten cents are bet on each hand. For this particular night, one of Mark's friends invited another student, Joel, to play with the group. Joel is a new student at school this year. Just as they are beginning to play, Joel throws \$5 into the pot and says, "Hey, let's make it more interesting!" Mark really can't afford to lose that amount of money but doesn't want to look cheap or seem scared to play.

OR

Scenario 2

Emily, who just turned 18, is in Grade 12, and really wants to graduate from high school. Both her parents regularly buy lottery tickets and play the VLTs when they go out for the evening. Sometimes Emily does not get her monthly allowance, since there is not enough money to give to her at the end of the month. On several occasions Emily's parents have won from \$200 to \$300 and, out of these winnings, have bought Emily something she wants, usually clothes. Emily is not sure how much they spend on gambling because they've never really talked about it. Emily's parents then break up over something Emily considers a "little misunderstanding that has gotten all blown up." Emily is still quite hurt and feels down about the break-up. Coming home from school one day, Emily passes a hotel with VLTs and thinks, "Maybe I should go in and try my luck"

Remember, you need to complete the DECIDE model for Scenario 1 or Scenario 2.

DECIDE Model (for Scenario 1)

Describe how the person involved in the selected scenario could apply the DECIDE model by answering the following questions.

D. Define the problem or issue.

Mark can't afford to lose \$5 with every bet.

- **E.** Explore the choices. Write **two** choices in the left-hand column of the table below.
- **C.** Check the choices against sound, relevant health knowledge and values (family, religious affiliation, school, and community). List **two** reasons in support of **each** choice and **two** reasons against **each** choice.

Selected Scenario:	Two Reasons in Support of the Choice	Two Reasons Against the Choice
Choice 1: <i>Mark could continue playing</i> <i>and hope to meet the higher</i> <i>bet.</i>	1. Mark could win some money.	1. He might lose all his money in a short amoun of time.
	2. The friends might have more fun by playing with higher stakes.	2. The game might become increasingly tense as some players begin losin money much faster than they ever have before.
Choice 2: Mark could say he cannot afford to lose that much money or that his parents would not allow him to play with such high bets and opt out. OR Mark could explain to Joel why the group plays only for small amounts and recommend that they play as they normally do.	1. Mark's friends might agree with him and encourage Joel to place smaller bets.	1. Mark might be alienating himself from his friends and may eventually drift away from them.
	2. Joel might go along with Mark and place smaller bets.	2. Joel might insist that the guys take greater chances to make the game more interesting.

I. Identify **three** values that could help Mark make a good decision.

Any values could be listed, including honesty, equity, responsibility, justice, respect, consideration, commitment, wisdom, love, courage, humility, and truth. Three possible answers are suggested below.

- **Responsibility:** Mark needs to understand the consequences of losing large amounts of money. So, he needs to be responsible in deciding whether or not to gamble with higher stakes.
- **Courage:** Mark needs to do the right thing, even though his friends may not agree with him or may ridicule him.
- Love: Some of Mark's friends may have less money than Mark or be more likely to become addicted to gambling. If Mark really cares about them, he will be careful about going along with gambling for higher stakes.
- **D.** Decide and take action. Write a few sentences to complete the story, showing that Mark made a good choice.

Mark decides to say that he cannot afford to lose that much money and opts out. At first, the other guys keep on playing for higher stakes. After a few hands, though, the game becomes very tense and they begin to argue when two of the guys start losing a lot more money than they have ever lost before.

E. Evaluate the decision that Mark made. Revise it if necessary.

The next day at school, Mark and his three original playing partners talk about the game. They all mention how much they used to enjoy playing—with small stakes. They decide to continue meeting without Joel. Months later, they still feel good about their decision.

DECIDE Model (for Scenario 2)

Describe how the person involved in the selected scenario could apply the DECIDE model by answering the following questions.

D. Define the problem or issue.

- Emily needs to decide whether or not she will start playing VLTs.
- Emily needs to understand herself better. In other words, it might not be clear to her that she wants to gamble in order to feel better about her parents' break-up.

- **E.** Explore the choices. Write two choices in the left-hand column of the table below.
- C. Check the choices against sound, relevant health knowledge and values (family, religious affiliation, school, and community). List two reasons in support of each choice and two reasons against each choice.

Selected Scenario:	Two Reasons in Support of the Choice	Two Reasons Against the Choice
Choice 1: <i>Emily could go into the hotel</i> <i>and play VLTs.</i>	1. She might have fun and meet some interesting people.	1. She would be more likely to waste money, feel bad, and possibly become addicted to gambling.
	2. She might win some money.	2. She would be more likely to feel bad and possibly become addicted to gambling.
Choice 2: Emily could walk past the hotel and find a different way to cheer herself up, for example, by hanging out with her friends.	1. She would be less likely to waste money and become addicted to gambling. She would likely have fun and feel better.	1. She would never win money if she didn't gamble.
<i>OR</i> <i>Emily could talk to her parents</i> <i>or to someone she trusts</i> <i>about gambling.</i>	2. She would be more likely to feel closer to her parents.	2. She might miss out on meeting some interesting people in the hotel.

I. Identify **three** values that could help Emily make a good decision.

Any values could be listed, including honesty, equity, responsibility, justice, respect, consideration, commitment, wisdom, love, courage, humility, and truth. Three possible answers are suggested below.

- Honesty: Emily needs to be honest with herself about her desire to gamble.
- Wisdom: Emily would be wise to speak to her parents or to other trusted adults about gambling, since she knows so little about it herself.
- **Commitment:** Emily has made a commitment to herself and to others that she is going to graduate from high school. If she's not careful, gambling could get in the way of fulfilling her commitment.

D. Decide and take action. Write a few sentences to complete the story, showing that Emily made a good choice.

Emily decides to walk past the hotel and visit one of her good friends, Sue. Emily tells Sue how hurt she is from the break-up of her family. Although Sue is not an expert in gambling or marriage break-ups, she is a good listener. After a few hours of talking, the two girls go to a movie and have fun.

E. Evaluate the decision that Emily made. Revise it if necessary. *A few months later, Emily is getting ready to graduate from high school. She still hasn't played VLTs and is happy about her decision.*

Lesson 2

Learning Activity 6.2: Personal and Social Implications of Drug Use

Here are some **possible** correct answers to the questions.

1. Why do you think someone your age or younger might start to use drugs?

Young people may be feeling pressure at home, at school, or at work. They may see others doing drugs and are curious, or they may be pressured by their peers.

They may think using drugs is cool and may want to be part of the "in" crowd.

2. What personal and social problems are caused by drug abuse?

You may lose the trust and respect of your friends and family.

You may become sick and have to be hospitalized.

Many diseases such as HIV/AIDS are passed on through use of dirty needles and drug equipment.

Learning Activity 6.3: Effects of Substance Use and Abuse

Choose **two** of the substances (alcohol, tobacco, cannabis, or Ecstasy, Rohypnol, or LSD) discussed in Lesson 2 and answer the following questions for both substances. Make sure you identify the two substances you have chosen to address. You may need to consult the Internet, local health-care professionals, library resources, or the information from Lesson 2 to find accurate information.

- 1. Explain how **each** of the two substances you have chosen affects the user's **physical health**.
 - **Alcohol:** Answers may include slurred speech and blurred vision, liver damage, cancer, and accidents.
 - **Tobacco:** Answers may include serious lung problems, cancer, weakened immune system, and heart disease and stroke.
 - **Cannabis:** Answers may include increased heart rate, lung damage, immune system problems, and poor coordination.
 - Ecstasy, Rohypnol, LSD: Since these drugs vary so much, answers will vary greatly. Answers may include slurred speech, decreased respiratory rate, heart rate, and blood pressure, amnesia, blackouts, nausea, vomiting, diarrhea, tremors, seizures, self-injury, shortness of breath, loss of consciousness, and coma.
- 2. Explain how each of the **two** substances you have chosen affects the user's **mental health**.

For each substance, students could state problems associated with addiction to that substance.

- **Alcohol:** Answers may include making poor decisions, mood and emotional changes, impaired judgment, and brain damage.
- **Tobacco:** Answers may include mood swings, a short high, and changes in energy.
- Cannabis: Answers may include problems with concentration and memory, difficulty with learning and problem solving, distorted perception, and hallucinations.

Learning Activity 6.3: Effects of Substance Use and Abuse (continued)

- Ecstasy, Rohypnol, LSD: Since these drugs vary so much, answers will vary greatly. Answers may include lower inhibitions and a tendency to high-risk sexual behaviour, which can result in contracting hepatitis C, STIs, and HIV/AIDS, confusion, hallucinations, euphoria, drowsiness, dizziness, memory loss, aggressive behaviour, impaired thinking, and motor coordination problems.
- 3. What are the **potential consequences on users and those around them** of abusing **each** of the two substances?

For each substance, students could state that substance abuse by one person influences peers to do the same thing. Students could also state consequences of associating with people addicted to substances. For example, to support their habit, people who have an addiction may be dishonest with those close to them and may steal from them.

- Alcohol: Answers may include increased number of traffic and industrial accidents, aggression, violence (especially domestic violence), crime, and effects on fetuses (e.g., fetal alcohol syndrome).
- **Tobacco:** Answers may include hazards of second-hand smoke, including lung cancer, increased incidence of sudden infant death syndrome (SIDS), and effects on fetuses.
- **Cannabis:** Answers may include increased traffic accidents related to impaired driving skills and effects on fetuses.
- Ecstasy, Rohypnol, LSD: Since these drugs vary so much, answers will vary greatly. Answers may include increased traffic accidents related to impaired driving skills, accidental death, highrisk sexual behaviour, and effects on fetuses.

Lesson 3



Learning Activity 6.4: Your Views on Performance-Enhancing Substance Use

Here are some **possible** correct answers to the questions.

1. What does fair play mean to you?

Fair play means that everyone plays by the same rules and no one cheats to get ahead.

2. Why is the use of drugs at the Olympics such an important issue?

So many people want to win a gold medal and some will do anything to get it.

3. If one member of a team has been found to be using an illegal substance, why is the entire team disqualified?

In a team sport, no one receives individual consideration. The team wins together and the team loses together. The team concept is all about being there for the entire team.

4. What should happen to a medal winner who unknowingly took a banned substance, such as that found in a cold medicine, and has tested positive for the substance?

The person should be disqualified because athletes should know the rules for what is and what is not banned. Many people, such as coaches and trainers, could help to make sure athletes do not take any banned substances.

Lesson 4



Learning Activity 6.5: Avoiding Potential Danger

Here are some **possible** correct answers to the questions related to the scenario presented.

1. What are the potential dangers in the scenario?

The person who insists on driving may not know how to drive and you may have an accident and get hurt.

The person may get stopped by the police and get a fine.

2. What would the others think if you said something about the danger?

They may think you are a wimp for not wanting to be in the car and may pressure you into going along with the plan.

They may think you will tell on them if you get out.

They may think you are not very strong or courageous.

3. What are some strategies or responses you could use to avoid potential harm?

You could say you forgot something and get out of the car.

You could get out of the car and say you will get a ride from someone else.

You could try to talk the person out of driving by saying that getting caught driving could result in the loss of a driver's licence.

You could get out of the car and tell someone to stop the person from driving so that no one gets hurt.

You could offer to drive if you had a licence and had not been drinking alcohol.



Here are some **possible** correct answers to the questions related to the two scenarios presented.

Scenario 1

- What are your options? Call an adult for a ride home. Get into the car anyway. Stay overnight at the party.
- 2. Which option would be the easiest? *Get into the car anyway.*
- 3. Which option would be the safest? *Call an adult for a ride home.*
- 4. Would it be difficult to make the safest choice? Explain.

Yes. At the time, you may look like a wimp or seem scared, but later, when people are not drunk anymore, you may look like the one who made the right choice.

Scenario 2

1. What would make you not tell someone about this situation?

You might fear the person who threatened you.

You might not care because the steroids could affect the other person's body, not yours.

2. Would you take the steroids?

No. The steroids could have negative effects on your body.

3. What would make you decide to tell someone?

You might choose to tell someone out of concern for the person who is taking the steroids, and because you would not want to get into trouble if the teacher found out. Lesson 5



Learning Activity 6.7: Resources Available to You

Here are some **possible** correct answers to the questions.

1. What resources does your community have to help support the prevention of substance use and abuse?

Examples could include the local health clinic and different helplines you could call.

- 2. Why is it important to have accessible community resources? You need access to community resources in case of an emergency or in case you need someone to talk to other than your family or friends.
- 3. What reliable Internet resources are available to you?

On example is the Addictions Foundation of Manitoba website. Some websites designed for teens are also available.

4. What circumstances would prompt you to use these resources? You could call on these resources when you or someone you know needs help in dealing with problems.



Learning Activity 6.8: Agencies and Resources in Your Community

Using the following tables, list information for **four** agencies and resources in your community that can help support the prevention of substance use and abuse.

Community Resource Name	Addictions Foundation of Manitoba
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Hours of Operation	8:30 a.m. to 9:00 p.m.
Services Offered	<i>Various workshops and counselling related to addictions</i>

Community Resource Name	Behavioural Health Foundation	
Address	35 avenue de la Digue, St. Norbert MB R3V 1L6	
Telephone Number	204-269-3430	
Website or Email Address	www.bhf.ca	
Hours of Operation	N/A	
Services Offered	Addiction information and treatment Programming for youth, adults, and families	

(continued)

Learning Activity 6.8: Agencies and Resources in Your Community (continued)

Community Resource Name	Al-Anon and Alateen
Address	107–2621 Portage Avenue, Winnipeg MB R3J 0P7
Telephone Number	Crisis: 204-943-6051 Office: 204-942-4077
Website or Email Address	www.mb.al-anon.alateen.org
Hours of Operation	10 a.m. to 2 p.m.
Services Offered	Assistance to families and friends of alcoholics

Community Resource Name	Narcotics Anonymous	
Address	1650 Main Street, Winnipeg MB R2V 4C8	
Telephone Number	Winnipeg: 204-981-1730 Brandon: 204-727-2601	
Website or Email Address	na_Manitoba@hotmail.com	
Hours of Operation	N/A	
Services Offered	Various meetings for people who have addictions to drugs	

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Notes

Module 7

Movement Concepts and Principles

This module contains the following:

- Introduction
- Lesson 1: Sport-Skill Development, Refinement, and Analysis

- Lesson 2: Movement Skills
- Lesson 3: Rhythmic Activities
- Module 7 Summary

MODULE 7: MOVEMENT CONCEPTS AND PRINCIPLES

Introduction

In this module you will learn about the biomechanical principles that govern movement, and specifically the principles related to projectiles and flight.

You will also learn that the skills used in one sport or activity have characteristics similar to the skills used in other sports or activities. You will have the opportunity to practise the skills used in a chosen sport or activity and explore how you might enhance these skills when working with others.

One of the first things you need to do is start Assignment 7.1, which is found in the Assignments section at the end of this module. In the Module 7 Physical Activity Log, you will describe the physical activities in which you will participate during the four weeks you will spend completing Modules 7 and 8. So, start filling in the Log now because it will take you at least four weeks to complete.

Assessment

You will be assessed on your completion of the Module 7 assignments found at the end of this module. At the end of the course, you will write a final examination.

When you complete Module 8, you will submit your Module 7 assignments, along with your Module 8 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 7.1	Module 7 Physical Activity Log
2	Assignment 7.2	Sport-Skill Analysis
	Assignment 7.3	Sport/Activity Copycats
3	No assignment	

Notes

LESSON 1: SPORT-SKILL DEVELOPMENT, REFINEMENT, AND ANALYSIS

Les	sson Focus
Yo	u will show an understanding of
	the biomechanical principles related specifically to projectiles and flight
	how to analyze and refine physical activity skills to achieve better performance
	how to apply the biomechanical principles to achieve enhanced performance of activity skills
	the terminology used to describe specific skills for selected activities
	how to perform and adapt selected movement skills in in individual/dual, group/team, and alternative pursuit activities
Yo	u will be able to
	use terms associated with specific sports or physical activities
	participate in a variety of activities from the individual/dual, group/team, and alternative pursuit categories

Introduction

In this lesson you will learn about the biomechanical principles of motion and how they relate to projectiles and flight, and you will have an opportunity to apply these principles to physical activities. You will begin to work on your final Physical Activity Log.



Remember that, in your Physical Activity Log, you need to describe the physical activities you will be taking part in over the next four weeks, so it will take you at least that long to finish it. Better get started now! Assignment 7.1 is found in the Assignments section at the end of this module. You will submit the completed assignment to the Distance Learning Unit when you have finished Module 8.

If you have not reached 55 hours of physical activity after completing the Module 7 Physical Activity Log, please contact your tutor/marker.

Human Movement

In this lesson you will explore some very technical and scientific elements of sport skills that will help you to understand why the skills should be performed in a certain way. These elements are referred to as the **biomechanical principles**. You have learned about the mechanical principles related to analyzing force, motion, and balance of objects in science. In this module you will be examining the biomechanical principles (with the prefix "bio" referring to the human body) as it relates to human movement. Applying the principles of force and motion to sport skills (e.g., throwing a ball far, putting in golf, balancing on a beam) will help you to understand why you should perform movements in a certain way to be more successful.

Biomechanical principles of movement are laws that help us understand how the body moves, and why it moves that way. The principles include concepts related to force, balance, levers, and buoyancy. Understanding the basic laws of motion can help determine how a skill is best performed. By determining the correct technique or movement required to perform a skill it is possible to identify errors in skill performance and make the appropriate correction.

Basic Concepts and Principles of Movement

To help you understand and analyze movement skills, it is necessary to explore the basic concepts and principles of movement.

Motion

Motion is movement produced by a force that is exerted as a push or a pull. The amount of motion produced is dependent upon the amount of force exerted in relation to the amount of resistance present. In the human body, movement is produced by muscular contractions. Gravity, air resistance, water resistance, and friction exist as forces that often assist or resist motion. It is important that the performer is aware of these forces and uses them to contribute to the intended movement if possible and minimize them when they interfere with the movement.

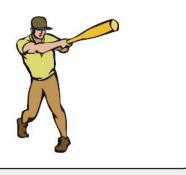


Learning Activity 7.1: Force and Resistance

For each action listed below, identify the force and the resistance. One example has been provided.

Action	Force How is the force created?	Resistance What interferes with the force?
Hitting a baseball	 By swinging the bat 	 The ball, wind, clothing
Downhill skiing		
Using the front crawl in swimming		
Throwing a curling rock		
Bicycling up a hill		

Once you have completed this chart, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.



Newton's Laws of Motion

Three laws of motion govern all human motion. These laws, which you may have studied in science class, are named in honour of Sir Isaac Newton, a famous scientist.

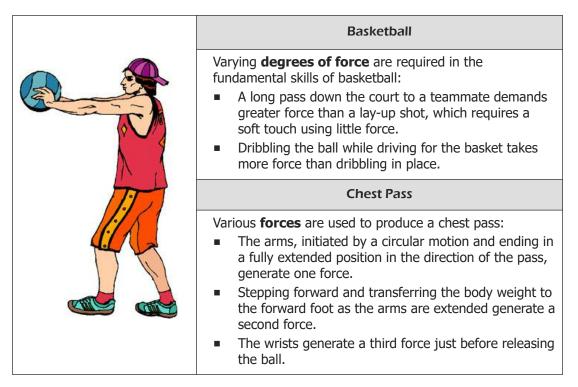
- Newton's first law of motion: "An object at rest tends to stay at rest and an object in motion tends to stay in motion with the same speed and in the same direction unless acted upon by another force." (*Law of Inertia*)
- Newton's second law of motion: "The change in speed (acceleration) of an object is directly proportional to the magnitude of the force applied to the object and inversely proportional to the mass of the object."
 (*Law of Acceleration*)
- Newton's third law of motion: "For every action, there is an equal and opposite reaction." (*Law of Counterforce*)

Newton's Law and the Analysis of Skills: An Example from Volleyball				
Newton's Laws	Volleyball Serve			
First law	1. Once the volleyball is tossed up in the air for the serve, it will fall straight down to the ground unless the server strikes the ball with the hand and slightly below the centre of the ball with enough force to project it upward and over the net.			
Second law	2. The speed of the serve is largely dependent upon the speed of the striking arm.			
Third law	3. The forward force is transferred to the volleyball while the backward force is absorbed by the server's body and the friction between the floor and the shoes. Because the mass of the server is far greater than the mass of the ball, it appears as though the only force is forward.			

Force

The amount of force produced by muscles is a critical element in sport performance. The magnitude of the force desired is dependent upon the type of movement to be performed. Some actions, such as the shot put, call for the maximum production of force; other actions, such as the drop shot in badminton, call for less force. In all instances, however, sufficient force must be exerted to overcome inertia (the tendency to resist change in the state of motion).

Examples:



To move effectively and efficiently, all athletes use the elements of movement: space, force, time, and flow. As athletes walk, run, leap, jump, start, stop, bend, stretch, twist, turn, throw, catch, and/or strike, they endeavour to use their bodies in the most efficient manner. To do this, the athletes must understand how to use space to their advantage and how to move with a light or strong force, at a fast or slow speed, and with free or bound flow. In addition, they must understand the principles that govern all movement. These basic, underlying principles are referred to as the biomechanical principles of movement because they have evolved from the phase of physics known as mechanical principles.

Biomechanical Principles of Movement

The biomechanical principles of movement include balance, combining motion, continuity of motion, acceleration, efficiency, angular motion, rotational (angular) speed, surface variations, and direction. These principles are described below.

- 1. **Balance:** There are two categories of balance: static balance and dynamic balance.
 - In static balance, the person or object maintains equilibrium when not moving. During static balance 1) the lower the centre of gravity, 2) the larger the base of support, 3) the closer the line of gravity to the centre of the base of support, and 4) the greater the mass, the more stable an object becomes.
 - In dynamic balance, the person or object maintains equilibrium while in motion. Maintaining balance during movement requires the integration of many of the body's senses to determine the forces acting on the body and the position of the centre of gravity.

Static Balance



Dynamic Balance

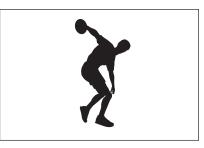


2. **Combining motion:** Successful performances often require the combination of two or more forces (e.g., stepping forward and turning the shoulders while throwing a ball).



3. **Continuity of motion:** When performing activities where multiple forces contribute to the movement in the same direction there should be no pause between the motions (e.g., in a volleyball spike adding the motion created by an approach to the jump will result in maximum height, or the turn in the discus throw will add force to the discus).





4. Acceleration: As the force applied increases, so does the velocity of the object (e.g., a swimmer can increase acceleration by increasing the force against the water with the stroke and kick).





5. **Efficiency:** To achieve maximum acceleration, all forces should be applied with proper timing in the intended line of motion (e.g., excessive up-and-down motion of a hurdler is misdirected force, as the intended line is forward towards the finish line).



6. **Angular motion:** An off-centre force acting on an object or body will cause the object or body to rotate or spin. The farther away from centre the force is applied, the faster the rotation (e.g., a ball struck off centre will spin).





7. **Rotational (angular) speed:** Lengthening the radius of a rotating object slows the rotation, whereas shortening the radius increases the rotation (e.g., springboard divers will rotate faster when they go into a tuck and will slow the rotation when they extend their bodies).



8. **Surface variations:** When a force is applied to a stable (immovable) surface, it is returned to the body from which it came. If the surface is unstable (e.g., slippery, such as ice, or soft, such as sand or water), the force returned to the body is diminished.

Solid Surface

Unstable Surface





9. **Direction:** The direction of the counterforce is directly opposite to the applied force (e.g., a high jumper must apply as much force as possible downwards to gain the greatest height; a long jumper must apply as much force as possible backwards while still getting as much height as possible so that the greatest distance is achieved).



Match the biomechanical principle(s) that best illustrate(s) each of the activities described below. Place the number(s) corresponding to the biomechanical principle in the space provided.

Once you have answered the questions, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.

Biomechanical Principles

- 1. Balance
- 2. Combining motion
- 3. Continuity of motion
- 4. Acceleration
- 5. Efficiency
- 6. Angular motion
- 7. Rotational (angular) speed
- 8. Surface variation
- 9. Direction

	Activities	Biomechanical Principles
1.	A hurdler goes over the hurdles with a lot of up-and-down motion.	
2.	A figure skater pulls his arms in tight to his body for a spin.	
3.	A gymnast performs a handstand on the parallel bars.	
4.	A baseball pitcher steps forward as she delivers the pitch.	
5.	A shot putter hesitates between her movement across the ring and the final thrust.	
6.	Basketball players are sliding on the floor when they are cutting or making sudden stops.	
7.	A swimmer finds he is bobbing up and down as he executes the front crawl stroke.	
8.	A bowler makes the ball curve from the outside in toward the pins to get a strike.	
9.	A high jumper lifts his arms and knee during the jumping phase to get over the bar.	
10.	At the start of a cross-country skiing race the racers push hard on their poles and lean slightly forward to get ahead of the other racers.	
11.	A sprinter uses a starting block in the 100-metre race.	
12.	A volleyball player runs forward and swings her arms upward to spike the ball.	
13.	A golfer widens his stance and bends his knees to swing his club to hit the ball.	
14.	A springboard diver goes into a tuck to perform a $3\frac{1}{2}$ somersault dive.	
15.	A pole vaulter pulls herself upward on the pole, and then reverses and pushes herself farther upward, again using the pole to gain maximum height for clearing the bar.	

Projectiles and Flight

The human body is projected through space in jumping and leaping activities. Objects are projected by being thrown, struck, or kicked.



Forces That Affect the Course of Flight

The three forces that affect the course (trajectory) of flight are propelling force, gravity, and air resistance.

- Propelling force puts the object in flight. Muscular contractions are the source of the propelling force. Propelling an object with the most desired effect requires timing, accuracy, and direction. Any force applied to an object through its centre of gravity will result in the object travelling without rotation. As the force moves farther from the centre of gravity, rotary or spinning motion increases at the expense of linear or straight-line motion (e.g., a curveball in baseball will travel more slowly than a fastball). An object without spin will waver in flight due to the effect of air resistance. An object with spin will become more stable in flight; however, a great deal of spin will cause the object to curve in the same direction as the spin (e.g., a ball with backspin will have a tendency to float in the air, but a ball with topspin will have a tendency to dive).
- Gravity tends to pull the object downward. The force of gravity begins to
 pull an object downward as soon as the object loses contact with the
 propelling force. At some point gravity will stop the object from its upward
 flight and begin to pull it back to the ground. The factors that determine
 how soon the object will cause the object to descend are
 - the mass of the object
 - the amount of force directing it upward
 - the effect of air resistance

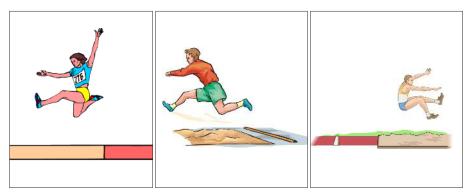
Air resistance tends to slow down an object. As the speed of the object increases, so does the effect of air resistance. Objects that are more dense and streamlined will be influenced to a lesser degree than their counterparts (e.g., density – a table-tennis ball will be affected more than a golf ball; streamlined – a football can be thrown farther than a basketball). The less surface area the object presents, the less it will be affected by air resistance (e.g., an arrow will be affected less than a javelin).

Gravity and air resistance tend to work against the propelling force.

Angle of Projection and Time in Flight

If the propelling force is the same, then the angle at which an object is put into flight determines the height it reaches. If the speed of an object is constant, then the height that it reaches determines the distance it will travel because the height determines how long the object will remain in the air.

- Angle of projection: An angle of projection of 45° will achieve the greatest distance, assuming the starting level and ending level are the same. If the starting point is higher than the finishing point, as it is in many athletic situations, the angle needs to be reduced accordingly:
 - A place kick in football should be made at an angle of 45° for maximum distance.
 - A shot put is released at about a 40° angle because the shot lands at a point below the release.
 - Under normal circumstances the take-off angle of a long jumper would be 45°; however, the horizontal speed of the jumper makes this angle impossible. The usual angle of projection among long jumpers is 20° to 25°.



Time in flight: The length of time an object remains in flight depends on the height the object attains. If the surface level is constant for the starting and ending points, a vertical force applied at 90° to the surface will achieve the greatest time in flight. The forward or horizontal force applied to an object is not related to the time in flight (e.g., a ball thrown from shoulder height in a perfectly horizontal path would strike the ground at the same time as a ball simply dropped from the same height).

	ke a moment to check your understanding of the concepts of angle of ojection and time in flight by answering the following questions.
1.	At what angle should a golf ball on a drive be struck to achieve its greatest distance? Why?
2.	Why do fielders in baseball relay the ball from one person to the next to throw a base runner out rather than throwing directly to the final target (i.e., catcher at home plate)?
3.	Why is the angle of projection for a clear shot in badminton much high than 45°?
4.	If two identical objects are projected at different angles, causing one object to reach a height of 34 metres and the second a height of 17 metres, how much longer would the first object stay in flight than the second?

(continued)

Learning Activity 7.3: Angle of Projection and Time in Flight (continued)

- 5. a. Why would a springboard diver want to jump as close to 90° from the board as possible?
 - b. Why does the same diver not want to leave the board at exactly 90°?

Once you have answered the questions, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.



Assignment 7.2: Sports-Skill Analysis

In Assignment 7.2 you will view some video footage of athletes performing a sport skill that involves a jump and a throw. You will choose one of the performances and then analyze it. Assignment 7.2 is found in the Assignments section at the end of this module. Complete it now.



Summary

In this lesson you learned about basic concepts and principles of movement, such as motion and force. The lesson focused on biomechanical principles of movement and how they relate to projectiles and flight. You learned to apply these principles by analyzing the performance of skill-based sport activities that involve jumping and throwing.

Notes

LESSON 2: MOVEMENT SKILLS

Les	sson Focus
Yo	u will show an understanding of
	how activities can be classified according to their basic movement skills
	how similar skills differ in execution based on the desired outcome of the selected movement
	how skill patterns can be transferred from one activity to anothe
Yo	u will be able to
	compare and contrast activities

Introduction

In this lesson you will learn to identify, compare, and contrast basic movement skills in various physical activities.

Basic Movement Skills

Basic movement skills are movement patterns that involve different body parts, such as the legs, arms, trunk, and head. They include skills such as running, hopping, catching, throwing, striking, and balancing, and are the foundation movements or patterns to more specialized, complex skills used in games, sports, dance, gymnastics, outdoor education, and physical recreation activities.

The movement skills are organized into three categories: transport skills, manipulation skills, and balance abilities. A description of these categories follows.

 Transport (travelling) skills are used to move the body from one point to another. This category includes skills such as running, jumping, hopping, galloping, and skipping.





 Manipulation skills are movements that allow an individual to receive, handle, control, or propel an object with the hand, the foot, and/or an implement. This category includes skills such as underhand and overhand throwing, rolling, bouncing, catching, kicking, and striking.





 Balance abilities are skills associated with maintaining and controlling body position and posture while at rest (static balance) or in motion (dynamic balance). This category includes skills such as bending, curling, stretching, twisting, turning, rotating, balancing, landing from a jump, springing, and swinging.



These basic movement skills are the foundation of all physical activity. Effectively combining these skills enables an individual to perform a wide variety of physical activities well. Good skill performance increases the enjoyment of any activity and helps develop positive attitudes toward healthy, active living.

Learning and Practising Movement Skills

The best time for children to develop basic movement skills and fundamental patterns is during the preschool and Early Years, since their neurological pathways are developing at that time. The beginning movements of young children are often awkward and lack flow. Through exposure to and proper practice of the basic movement skills, children will gain the necessary coordination and control to move well. They can then refine these skills with more practice, and combine them into more complex patterns during later childhood, adolescence, and adulthood. For example, the basic skill of throwing an object overhand can be transferred to a tennis serve or to a badminton smash.

Movement skills must be learned and practised. Mature movement skills do not result from physical maturation alone; rather, they must be continually refined and combined with other movement skills in a variety of physical activities.

Analyzing Movement Skills

Being able to analyze your own movement skills can help you develop and master your skills. If you know what a movement skill should look like, it is easier to correct, improve, and/or refine it. In general, the analysis of skills is a process that involves understanding physical skills and applying this understanding to your performance.

The overall process of analyzing movement skills has three distinct steps:

- 1. Determine how you should perform physical skills. (What does it look like?)
- 2. Find out how you actually perform these skills. (What does your performance look like?)
- 3. Use this knowledge to detect and correct errors in performance and to improve skills. (How do your performances compare?)



Assignment 7.3: Sport/Activity Copycats

In Assignment 7.3, found in the Assignments section at the end of this module, you will match different sports with their basic movement skill. Complete the assignment now.

Summary

In this lesson you learned that basic movement includes balance, transport, and manipulation skills. You then learned to identify and describe how movement skill patterns transfer from one physical activity to another.

LESSON 3: RHYTHMIC ACTIVITIES

Le	sson Focus
Yo	ou will show an understanding of
	the importance of rhythmic steps and patterns in a variety of rhythmic activities
Yo	ou will be able to
	lead or follow movement sequences using complex rhythmic steps and patterns from a variety of cultural backgrounds or styles

Introduction

Dance is one of the oldest performing arts and is a means of expression in many cultures. All people—regardless of whether they are young or old, male or female—enjoy dance. Some forms of dance are not only enjoyable but are also excellent forms of cardiovascular exercise because they are vigorous enough to elevate the heart rate.

The skill of dancing involves using step patterns and moving smoothly and rhythmically. Unfortunately, we often hear people say things like "I don't dance" or "I can't dance." These people are likely self-conscious about dancing because it is generally done in public and they do not feel confident with their skills to dance well. Dancing is a skill that can be learned and refined with practice; however, it is more important to remember to have fun moving to music.

Social dancing is simply two people moving together rhythmically to music while using particular stepping patterns. We don't all have to dance the same way. Just getting up and swaying to the music may be your way of expressing pleasure in dancing. A dance floor will always have dancers with different levels of ability, styles, and knowledge, which doesn't make them either good or bad dancers.

Guidelines for Rhythmic Activities

The following steps offer guidelines for modifying rhythmic activities to help you succeed with any type of rhythmic activity.

- 1. **Slow down the music.** Your first contact with an activity should be a successful one. If it appears that you are not doing well, stop the music and walk through the activity. If the activity involves difficult footwork, repeat the sequence several times.
- 2. Learn the dance in parts. If a longer dance has several different parts, learn one part at a time. After you have learned all the parts, put them together into a complete dance.
- 3. **Avoid the use of partners when learning a new activity.** Partners add a degree of complexity to many dances and should be included after the basic steps have been mastered.
- 4. **Free your movements.** When learning a new dance, avoid the left/right and clockwise/counter-clockwise orientation. Moving in a specified direction increases the possibility of error.
- 5. Avoid stress. If a dance is difficult, leave it for a time and practise it later.
- 6. View rhythmic activities like sport skills. Treat rhythmic movements and step patterns like sport skills and expect that perfection is virtually impossible to reach. The purpose of learning rhythmic activities is to exercise and to express your feelings and emotions, not to showcase one or two dances learned perfectly.
- 7. **Participate in physical movements.** Dances that emphasize strong movements such as hand clapping and foot stomping appeal to everyone. It makes sense to learn some activities that include strong and bold physical movements.

Movement and Dance Resources

For information on different dances or step routines, or for some instructional tapes and music, go to a local library. You could also visit the following websites:

- The Ballroom Dance Group: <u>www.dancetv.com/index.html</u>
- Ballroom Dancers: <u>www.ballroomdancers.com/Dances/</u>

Summary

In this lesson you learned to lead or follow while performing a rhythmic movement sequence, accompanied by music. Some of the rhythmic steps were complex, and the patterns may have reflected different cultural backgrounds and/or styles, ranging from traditional to modern dance.

Notes

MODULE 7 SUMMARY

Congratulations! You have completed Module 7 of Grade 9 Physical Education/Health Education.



Filing Your Assignments

You will **not** submit your Module 7 assignments to the Distance Learning Unit at this time. You will keep them until you have completed Module 8. At that time, you will submit your Module 7 and Module 8 assignments 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.



At this point in the course you should have accumulated 55 hours of physical activity and recorded it in your Logs from Modules 1, 3, 5, and 7. Contact your tutor/marker if you have not completed 55 hours of physical activity.

Module 7 Review Questions

Use the following questions to help you assess what you learned in Module 7.

Lesson 1

- 1. What are the biomechanical principles?
- 2. How do these biomechanical principles help you understand projectiles and flight?
- 3. Can you apply the biomechanical principles to help make you a more efficient mover?
- 4. Can you apply the biomechanical principles to help make you more efficient at activities that include objects?
- 5. Can you apply the biomechanical principles to help you achieve better balance in a variety of activities that require equipment?
- 6. Can you connect activity-specific terminology to the correct activity?
- 7. Can you perform movement skills found in individual/dual, group/team, and alternative pursuit activities?
- 8. How were you able to adapt the skills to your situation or selected activities?

Lesson 2

- 9. Can you identify some of the similarities and differences between selected activity skills based on their basic movement skills categories?
- 10. Are you able to describe how movement skill patterns are transferred from one activity to another?

Lesson 3

- 11. Were you able to lead or follow movement sequences?
- 12. What cultural backgrounds or styles were you able to represent through your involvement in rhythmic activities?

Module 7

Learning Activity Answer Key

MODULE 7 LEARNING ACTIVITY ANSWER KEY

Lesson 1

Learning Activity 7.1: Force and Resistance

For each action listed below, identify the force and the resistance.

Action	Force How is the force created?	Resistance What interferes with the force
Hitting a baseball	 By swinging the bat 	 The ball, wind, clothing
Downhill skiing	 By pushing off with the legs By gravity 	 Friction on the snow or skis
Using the front crawl in swimming	 By moving the arms and legs 	 Friction of the water
Throwing a curling rock	 By pushing with the arms and legs 	Friction on the ice
Bicycling up a hill	 By pushing with the legs 	Friction on the hillGravity



Match the biomechanical principle(s) that best illustrate(s) each of the activities described below. Place the number(s) corresponding to the biomechanical principle in the space provided.

Biomechanical Principles

- 1. Balance
- 2. Combining motion
- 3. Continuity of motion
- 4. Acceleration
- 5. Efficiency
- 6. Angular motion
- 7. Rotational (angular) speed
- 8. Surface variation
- 9. Direction

	Activities	В	iomechanical Principles
1.	A hurdler goes over the hurdles with a lot of up-and-down motion.	5. 9.	Efficiency Direction
2.	A figure skater pulls his arms in tight to his body for a spin.	7.	Rotational speed
3.	A gymnast performs a handstand on the parallel bars.	1.	Balance
4.	A baseball pitcher steps forward as she delivers the pitch.	2.	Combining motion
5.	A shot putter hesitates between her movement across the ring and the final thrust.	3.	Continuity of motion
6.	Basketball players are sliding on the floor when they are cutting or making sudden stops.	8.	Surface variation
7.	A swimmer finds he is bobbing up and down as he executes the front crawl stroke.	5. 9.	Efficiency Direction
8.	A bowler makes the ball curve from the outside in toward the pins to get a strike.	6.	Angular motion
9.	A high jumper lifts his arms and knee during the jumping phase to get over the bar.	2.	Combining motion
10.	At the start of a cross-country skiing race the racers push hard on their poles and lean slightly forward to get ahead of the other racers.	4.	Acceleration
11.	A sprinter uses a starting block in the 100-metre race.	9.	Direction
12.	A volleyball player runs forward and swings her arms upward to spike the ball.	2.	Combining motion
13.	A golfer widens his stance and bends his knees to swing his club to hit the ball.	1.	Balance
14.	A springboard diver goes into a tuck to perform a $3\frac{1}{2}$ somersault dive.	7.	Rotational speed
15.	A pole vaulter pulls herself upward on the pole, and then reverses and pushes herself farther upward, again using the pole to gain maximum height for clearing the bar.	3.	Continuity of motion



Take a moment to check your understanding of the concepts of angle of projection and time in flight by answering the following questions.

1. At what angle should a golf ball on a drive be struck to achieve its greatest distance? 45°

Why? An angle of projection of 45° will always achieve the greatest distance.

2. Why do fielders in baseball relay the ball from one person to the next to throw a base runner out rather than throwing directly to the final target (i.e., catcher at home plate)?

If the fielder threw the ball directly to the catcher instead of relaying it to another player, then he or she would have to throw the ball at a higher angle, which means that it would take longer to get to the catcher.

3. Why is the angle of projection for a clear shot in badminton much higher than 45°?

The player hitting the clear shot is close to the net and, therefore, is forced to hit the birdie at a higher angle in order to clear the net.

4. If two identical objects are projected at different angles, causing one object to reach a height of 34 metres and the second a height of 17 metres, how much longer would the first object stay in flight than the second?

Since the first object reached a height twice as high as the second object, it would stay in flight twice as long.

5. a. Why would a springboard diver want to jump as close to 90° from the board as possible?

In order to achieve the longest time in flight.

b. Why does the same diver not want to leave the board at exactly 90°? So that he or she does not crash onto the board. Notes

Module 7

Assignments



(30 marks)

Introduction

Use your Log to record and to keep track of all the physical activities that you do while taking this course. The information will help you to set personal goals related to the type, frequency, intensity, and duration of an activity. By keeping track of the data, you will develop skills to help you become selfreliant in health-related fitness activities.

You will submit this Log when you have completed Module 8.

Directions

To complete this Log, simply use the chart on the following pages to list the physical activities that you have taken part in since you completed your Log for Module 5. These activities should add up to at least **18 hours**. You can include a variety of physical activities, such as going for a walk, playing volleyball, skateboarding, cleaning house, vacuuming, trapping, or golfing. You will use the Wellness Journal to reflect on your participation in physical activities. This Log is identical to the Logs for Modules 3 and 5.

Assessment

This assignment is worth 30 marks. You will be assessed only on how **well** you have completed the Physical Activity Log. You will **not** be assessed on the content of your Log.

(continued)

Assignment 7.1: Module 7 Physical Activity Log (continued)

	Assessment Rubric
23 to 30 marks	 The Physical Activity Log lists at least 18 hours of physical activity. All the answers to the Wellness Journal questions are well organized, complete, and make sense.
16 to 22 marks	 The Physical Activity Log lists at least 18 hours of physical activity. Some of the answers to the Wellness Journal questions are organized, complete, and make sense.
15 or fewer marks	 The Physical Activity Log lists fewer than 18 hours of physical activity. The answers to the Wellness Journal questions are poorly organized, incomplete, and do not make sense.

Module 7 Physical Activity Log

You will complete your Log for Modules 3, 5, and 7. You should list at least 18 hours of physical activity in each Log. That way, all three Logs will total about 55 hours, which is the goal for this course. (An example is provided.) Make sure that you total your time at the bottom of the **Duration** column.

Date	Activity	Duration	Intensity Light Moderate Vigorous		
Date	Activity	Duration	Light	Moderate	Vigorous
					1

(continued)

Date	Activity	Duration	IntensityLightModerateVigorous		
Date	ACLIVILY	Duration	Light	Moderate	Vigorous
Tabal T'					
Total Time	(in nours)				

Module 7 Physical Activity Log (continued)

I certify that my son/daughter has completed the physical activities recorded on this chart.

Parent/guardian signature	Date

Student signature	Date	

Wellness Journal

	START	STOP	CONTINUE
L.	What do I need to start	doing (or revise) to help me re	ach my physical activity goals? Wh
2.	What do I need to stop of	doing that is preventing me fro	m reaching my physical activity go
	Why?		
8.	What do I need to conti	nue doing to help me reach my	y physical activity goals? Why?
. ∣	For this submission I a	m very proud of	

7



Assignment 7.2: Sport-Skill Analysis

30 minutes (12 marks)



View the video *Grade 9 Physical Education/Health Education Independent Study*, which shows athletes performing a sport skill that involves a jump and a throw. Choose one of the performances that you will analyze (e.g., female jumper, male thrower). Analyze **one jumper** and **one thrower**.

If you have access to the Internet, you can go to these websites to help you with this assignment:

- Sportplan Ltd.: <u>www.sportplan.net/drills/Athletics/</u>
- CanThrow: <u>www.canthrow.com/tips.shtml</u>
- 1. **Demonstration of biomechanical principles:** Analyze how **three** of the nine biomechanical principles are demonstrated in each performance (a jump and a throw). (6 marks)

Jump

(continued)

Throw	
Determine the a the successful e	t: Analyze the angle of flight of the jump and the throw. angle of release and discuss how the angle is important execution of the skill. (3 marks)
Determine the a the successful e	angle of release and discuss how the angle is important execution of the skill. (3 marks)
Determine the a the successful e Angle of Release	angle of release and discuss how the angle is important execution of the skill. (3 marks) Importance of Angle for Successful Execution of Skill

(continued)

Assignment 7.2: Sport-Skill Analysis (continued)

3. **Skill error and improvement:** Identify a skill error (using the nine biomechanical principles) for **one** of the performers, and suggest **two** ways to correct the error to improve the skill performance. (3 marks)



Assignment 7.3: Sport/Activity Copycats

1.5 hours (15 marks)

The movement skills used in one sport or activity can be found in many others. The chart on the following page lists basic movement skills for each of the three categories of movement skills:

- transport
- manipulation
- balance

For each of the sports listed on the chart (volleyball, baseball), identify the action in the sport that illustrates each basic movement skill listed. Be as specific as you can to avoid any confusion. When a particular basic movement skill does not apply to a sport, indicate this by using N/A (not applicable). An example is provided for one sport (soccer).

(continued)

11

Assignment 7.3: Sport/Activity Copycats (continued)

Movement Skills in Sports				
Category	Basic Movement Skill	Sport 1: Soccer Sport 2: (Example) Volleyball		Sport 3: Baseball
Transport (5 marks— 10 x .5)	Running	Running into an open space to receive a pass		
	Jumping	<i>Goalie leaving the ground to deflect a shot to the top corner of the goal</i>		
	Hopping	N/A		
	Galloping/ shuffling	<i>Goalie positioning self in relation to the play on the field</i>		
	Skipping	N/A		
Manipulation (7 marks— 14 x .5)	Underhand throwing	N/A		
	Overhand throwing	N/A		
	Rolling an object	<i>Goalie rolling the ball to a nearby teammate</i>		
	Bouncing an object	<i>Goalie moving the ball away from the goal</i>		
	Catching an object	Goalie catching a shot on net		
	Kicking an object	<i>Kicking a penalty shot</i>		
	Striking an object	<i>Heading the ball forward</i>		
Balance (3 marks—	Balancing on one foot	Taking a corner kick		
ò x .5)	Landing from a jump	Landing on the ground after a high header		
	Walking/running a narrow line or beam	N/A		

MODULE 7 SUMMARY

Congratulations! You have completed Module 7 of Grade 9 Physical Education/Health Education.



Filing Your Assignments

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At this point in the course you should have accumulated 55 hours of physical activity and recorded it in your Logs from Modules 1, 3, 5, and 7. Contact your tutor/marker if you have not completed 55 hours of physical activity.

Module 7 Review Questions

Use the following questions to help you assess what you learned in Module 7.

Lesson 1

- 1. What are the biomechanical principles?
- 2. How do these biomechanical principles help you understand projectiles and flight?
- 3. Can you apply the biomechanical principles to help make you a more efficient mover?
- 4. Can you apply the biomechanical principles to help make you more efficient at activities that include objects?
- 5. Can you apply the biomechanical principles to help you achieve better balance in a variety of activities that require equipment?
- 6. Can you connect activity-specific terminology to the correct activity?
- 7. Can you perform movement skills found in individual/dual, group/team, and alternative pursuit activities?
- 8. How were you able to adapt the skills to your situation or selected activities?

Lesson 2

- 9. Can you identify some of the similarities and differences between selected activity skills based on their basic movement skills categories?
- 10. Are you able to describe how movement skill patterns are transferred from one activity to another?

Lesson 3

- 11. Were you able to lead or follow movement sequences?
- 12. What cultural backgrounds or styles were you able to represent through your involvement in rhythmic activities?

Module 7

Learning Activity Answer Key

MODULE 7 LEARNING ACTIVITY ANSWER KEY

Lesson 1

Learning Activity 7.1: Force and Resistance

For each action listed below, identify the force and the resistance.

Action	Force How is the force created?	Resistance What interferes with the force
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Downhill skiing	 By pushing off with the legs By gravity 	 Friction on the snow or skis
Using the front crawl in swimming	 By moving the arms and legs 	 Friction of the water
Throwing a curling rock	 By pushing with the arms and legs 	Friction on the ice
Bicycling up a hill	 By pushing with the legs 	Friction on the hillGravity



Match the biomechanical principle(s) that best illustrate(s) each of the activities described below. Place the number(s) corresponding to the biomechanical principle in the space provided.

Biomechanical Principles

- 1. Balance
- 2. Combining motion
- 3. Continuity of motion
- 4. Acceleration
- 5. Efficiency
- 6. Angular motion
- 7. Rotational (angular) speed
- 8. Surface variation
- 9. Direction

	Activities	В	iomechanical Principles
1.	A hurdler goes over the hurdles with a lot of up-and-down motion.	5. 9.	Efficiency Direction
2.	A figure skater pulls his arms in tight to his body for a spin.	7.	Rotational speed
3.	A gymnast performs a handstand on the parallel bars.	1.	Balance
4.	A baseball pitcher steps forward as she delivers the pitch.	2.	Combining motion
5.	A shot putter hesitates between her movement across the ring and the final thrust.	3.	Continuity of motion
6.	Basketball players are sliding on the floor when they are cutting or making sudden stops.	8.	Surface variation
7.	A swimmer finds he is bobbing up and down as he executes the front crawl stroke.	5. 9.	Efficiency Direction
8.	A bowler makes the ball curve from the outside in toward the pins to get a strike.	6.	Angular motion
9.	A high jumper lifts his arms and knee during the jumping phase to get over the bar.	2.	Combining motion
10.	At the start of a cross-country skiing race the racers push hard on their poles and lean slightly forward to get ahead of the other racers.	4.	Acceleration
11.	A sprinter uses a starting block in the 100-metre race.	9.	Direction
12.	A volleyball player runs forward and swings her arms upward to spike the ball.	2.	Combining motion
13.	A golfer widens his stance and bends his knees to swing his club to hit the ball.	1.	Balance
14.	A springboard diver goes into a tuck to perform a $3\frac{1}{2}$ somersault dive.	7.	Rotational speed
15.	A pole vaulter pulls herself upward on the pole, and then reverses and pushes herself farther upward, again using the pole to gain maximum height for clearing the bar.	3.	Continuity of motion



Take a moment to check your understanding of the concepts of angle of projection and time in flight by answering the following questions.

1. At what angle should a golf ball on a drive be struck to achieve its greatest distance? 45°

Why? An angle of projection of 45° will always achieve the greatest distance.

2. Why do fielders in baseball relay the ball from one person to the next to throw a base runner out rather than throwing directly to the final target (i.e., catcher at home plate)?

If the fielder threw the ball directly to the catcher instead of relaying it to another player, then he or she would have to throw the ball at a higher angle, which means that it would take longer to get to the catcher.

3. Why is the angle of projection for a clear shot in badminton much higher than 45°?

The player hitting the clear shot is close to the net and, therefore, is forced to hit the birdie at a higher angle in order to clear the net.

4. If two identical objects are projected at different angles, causing one object to reach a height of 34 metres and the second a height of 17 metres, how much longer would the first object stay in flight than the second?

Since the first object reached a height twice as high as the second object, it would stay in flight twice as long.

5. a. Why would a springboard diver want to jump as close to 90° from the board as possible?

In order to achieve the longest time in flight.

b. Why does the same diver not want to leave the board at exactly 90°? So that he or she does not crash onto the board. Notes

MODULE 8

Personal Safety

This module contains the following:

- Introduction
- Lesson 1: Personal Safety Strategies and Physical Abuse

- Lesson 2: Emotional Abuse
- Lesson 3: Sexual Abuse
- Lesson 4: Abuse Prevention
- Module 8 Summary

MODULE 8: Personal Safety

Introduction

In Module 6 you learned about substance use and the prevention of substance abuse. Module 8 focuses on your personal safety against physical abuse, emotional abuse, and sexual exploitation/abuse. You will learn strategies to make safe and healthy decisions.

Each lesson in Module 8 focuses on a different type of abuse: physical, emotional, and sexual. The module ends with a lesson on abuse prevention. In the last assignment in this module, you will develop an informational brochure or a fact sheet as part of a violence-prevention program for your community.

Assessment

You will be assessed on your completion of the Module 8 assignments found at the end of this module. At the end of the course, you will write a final examination.

When you complete Module 8, you will submit your Module 7 assignments and your Module 8 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	No Assignment	
2	No Assignment	
3	Assignment 8.1	Raising Awareness of Violence Prevention (Brochure or Fact Sheet)

Notes

LESSON 1: PERSONAL SAFETY STRATEGIES AND PHYSICAL ABUSE

Les	sson Focus
Yo	u will show an understanding of
—	the nature of abuse and feelings surrounding it the terms associated with physical abuse
Yo	u will be able to
	identify potentially dangerous situations as they relate to physica abuse

Introduction

For the purpose of this course, **abuse** can be defined as the physical, emotional, or sexual maltreatment of someone else, often a minor (in Manitoba, this is a person under the age of 18). Abuse can happen in all cultures and in all classes of society. The abuser is the individual who mistreats or exploits someone else. People who abuse others can be of any age or gender. They may be strangers, parents, members of the clergy, teachers, coaches, or anybody else.

The abused person is the person being victimized. Abuse is **never** the fault of the victim. Abusers, however, often try to make the victims feel that they are deserving of punishment and responsible for the abuse. This, in itself, is a form of abuse. Abuse should never be ignored. If people try to ignore it, the cycle of abuse will be repeated.

This module looks at three different types of abuse: physical, emotional, and sexual. This lesson deals with physical abuse.

Physical Abuse

In this lesson you will learn about behaviours that are abusive and learn how to avoid and protect yourself from abuse. **Physical abuse** is defined as any physical force that exceeds reasonable discipline and results in the non-accidental injury of a child or youth. This form of abuse includes behaviours such as kicking, biting, shoving, beating, and so on.

Abuse Versus Discipline

It is sometimes difficult to tell the difference between abuse and discipline. One major difference between the two may become clearer when you look at their purpose:

- The purpose of **discipline** is to **teach** rules for life, self-control, and selfdiscipline.
- The purpose of **abuse** is to attempt to control behaviour, and it **hurts**.

Signs of Physical Abuse

Signs of physical abuse could include bruising, black eyes, bumps, shaking, scratches, and so on. As you may know, however, children often have bruises from just playing and being kids. Many bumps and bruises are accidental, but some are not. There are some places on the body where normal bruising may occur and other places on the body where bruising would be considered suspicious or not normal.

Learning Activity 8.1: Normal or Suspicious Bruising?

Try to distinguish between normal and suspicious bruising by listing body parts in the applicable columns below. Keep in mind, however, that bruising anywhere on the body could be a sign of physical abuse.

Body Parts	Normal Bruising Areas	Suspicious Bruising Areas
Face		
Knees		
Back		
Genital area		
Shins		
Elbows		
Back of legs		

Once you have completed this task, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.

Feelings

Although emotional abuse is not identical to physical abuse (you will be learning about emotional abuse in the next lesson), all forms of abuse (physical and sexual) include some emotional abuse. In other words, if a person has been physically or sexually abused, then that person has also been emotionally abused. Abuse causes strong and complicated emotions.

Some people who abuse others have authority over those they victimize (e.g., babysitters) or have a personal relationship with them and claim to care for them (e.g., family members). When that happens, those who are victimized may confuse caring for abuse and may view abuse as normal, or even healthy, behaviour. People who abuse and people who suffer from abuse may not even understand what they are feeling. This can make it difficult for abusers to stop abusing and for victims to tell someone what is happening to them. Because of these powerful and confusing emotions, people who are victimized often become abusive themselves. This is one reason why we as a society need to break the cycle of violence and abuse with long-range prevention education.

The following learning activity will help you to start thinking about emotions resulting from abuse and help you to understand how complicated abuse can be and why it is difficult to stop.



Learning Activity 8.2: Feelings Resulting from Physical Abuse

Think of some examples of physical abuse. Also, think of some ways in which someone who is being physically abused or victimized might feel. Fill in the blanks below, using each letter of the following words: PHYSICAL ABUSE and EMOTIONAL ABUSE. One example has been done for you.

Exa	amples of Physical Abuse
Р	Punching
Н	
Y	
S	
Ι	
С	
А	
L	
А	
В	
U	
S	
E	

Exam	ples of Feelings of Victimization
E	Embarrassed
М	
0	
Т	
Ι	
0	
Ν	
А	
L	
А	
В	
U	
S	
Е	

Once you have completed this task, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.

Shaken Baby Syndrome

Shaken baby syndrome is one of many forms of physical abuse. It is caused by vigorous shaking of an infant or young child by the arms, legs, chest, or shoulders. This type of forceful shaking can result in brain damage, leading to mental retardation, speech and learning disabilities, paralysis, seizures, hearing loss, and even death. It may cause bleeding around the brain and eyes, resulting in blindness. A baby's head and neck are especially vulnerable to injury because the head is so large and the neck muscles are still weak. In addition, the baby's brain and blood vessels are very fragile and easily damaged by whiplash motions, such as shaking.

Parents and babysitters may become frustrated and angry when dealing with children. Things like toilet training, excessive crying, and teething can be difficult. It is important for everyone to remember that we should not handle an infant or child when we are angry. This is an example where some of the anger-management strategies discussed in Module 4 could be used. In this situation, a quick strategy that could be used is the 1-3-10 strategy:

1–Say, "Cool it."

3-Take three breaths.

10-Count to ten.

Personal Safety Strategies

Being able to handle a harmful or threatening situation will reduce your chances of being victimized. Adolescents need to feel that they have a sense of control over their lives. This need for independence can leave teenagers vulnerable to potentially abusive situations. It is important that teenagers practise identifying their feelings and needs and know how to process the consequences of the behaviours for themselves and others.

This course came with a flyer called 7 *Root Safety Strategies for Teens* from the Canadian Centre for Child Protection, a charitable organization dedicated to the personal safety of all children. Read the information carefully and look for the seven safety strategies.

Safety Strategies*

Here are four of Child Find's personal safety strategies that may help you prepare for potentially dangerous or abusive situations.

- 1. **Tell someone:** Abuse is often kept a secret because people are scared that friends, family, or others will find out and not believe them or understand what they are going through. If you are in a situation that you feel is abusive or makes you feel uncomfortable, it is essential that you tell someone you know and trust.
- 2. **Trust your instincts:** If you feel uncomfortable in any situation it is important that you leave. Your "gut" will help tell you when something is right or wrong.
- 3. **Dignity and respect:** All people deserve to be treated with respect and dignity. Recognizing your own self-worth will help give you the confidence to deal with uncomfortable situations when they may occur.
- 4. **Buddy system:** Bring a friend along when you go on your first date, go shopping at night, or go any place that may be dangerous.

* **Source:** Child Find Manitoba. *Smart and Strong and Safe: Safety Strategies for Teens*. Winnipeg, MB: Child Find Manitoba, n.d. Adapted by permission of Child Find Manitoba.

For more information, contact

Canadian Centre for Child Protection Inc. 615 Academy Rd. Winnipeg MB R3N 0E7 Telephone (in Winnipeg): 204-945-5735 Toll-Free (24 Hours): 1-800-532-9135 Email: mail@protectchildren.ca Website: <u>www.protectchildren.ca</u>



Learning Activity 8.3: Strategies to Keep You Safe

This learning activity will give you a chance to show what you have learned about personal safety strategies.

Scenarios

Read the following two scenarios and answer the questions provided.

(continued)

Learning Activity 8.3: Strategies to Keep You Safe (continued)

Scenario 1

Susan is a new girl at your high school. She appears to be shy and is somewhat overweight. A group of students in her class call her hurtful names whenever the teacher is not present, but Susan is afraid to say anything to the teacher or to her parents for fear that the abuse will get worse. One day, when she tries to speak to the group and ask them to stop, they continue to call her names, laugh at her, and even shove her around.

Questions

- 1. Identify the potentially dangerous situation in this scenario.
- 2. What would be four effective safety strategies in dealing with this situation?

a.	
b.	
c.	
d.	

Scenario 2

Sandra's best friend Leslie wants her to go out with her boyfriend's friend. Leslie thinks it would be a great idea because they could do things together. Sandra has never met this guy before. She knows that he is three years older than she, and that he is from the opposite end of the city. She says she will go out to a movie with him, but only if Leslie and her boyfriend also go to the movie. Sandra thinks they will all go in one car, but when the guys get there to pick them up from Leslie's house they have two separate cars. When Leslie gets into her boyfriend's car, Sandra is not sure what to do. Her date opens the door for her and she gets into the car. After the movie, she gets back into his car so that he can drop her off at her house.

(continued)

Quest	tions
L. Ide	entify the potentially dangerous situation in this scenario.
	nat would be four effective safety strategies in dealing with this uation?
a.	
b.	
c.	
d.	

Summary

In this lesson you started learning about physical abuse and some strategies to keep you safe. In the next lesson you will learn some of the same things related to emotional abuse.

LESSON 2: EMOTIONAL ABUSE

Υοι	ı will show an understanding of
	the nature of emotional abuse and the terms associated with it
Υοι	ı will be able to
_	identify potentially dangerous situations as they relate to different abusive situations
	identify effective avoidance/refusal strategies

Introduction

In Module 4 you learned about building healthy relationships, treating others with respect, using conflict-resolution strategies to resolve problems peacefully, and managing your anger. Healthy relationships are often threatened by abuse. The purpose of this lesson is to make you aware of potentially dangerous situations and ways to deal with abusive situations if you or someone you know encounters them. Some of the examples provided are potentially sensitive and may be upsetting to you.

Emotional Abuse

Emotional abuse is a constant pattern of negative behaviour that affects an individual's sense of worth and self-esteem. Emotional abuse is part of all forms of abuse and is often used to gain a sense of power over others or to make individuals feel they deserve to be hurt. This form of abuse is a constant attack of an individual over time. For example, it may take the form of name calling, ridiculing, putting down, giving insults, making obscene gestures, practising verbal abuse, making abusive phone calls or sending abusive email, threatening, terrorizing, intimidating, isolating, exploiting/"adultifying," or ignoring a child's needs.

Verbal abuse and harassment are also considered emotional abuse. **Verbal abuse** means making verbal or spoken comments that are hurtful, threatening, and intimidating. **Harassment** is more difficult to define since everyone perceives behaviour in a different way. In this module, harassment is defined as directing toward an individual or a group of individuals any comment, conduct, or gesture that is insulting, intimidating, humiliating, malicious, degrading, or offensive. Harassment can be based on gender, race, or lifestyle.

If an individual is being physically or sexually abused (as discussed in Lesson 1 and Lesson 3), that person will, in turn, be affected emotionally from the aftershock of the abuse. Emotional abuse can, however, also stand alone.

Emotional abuse can be the hardest type of abuse for someone to identify and recover from. It is important to have the skills and knowledge to be able to identify potentially abusive situations and relationships so that you can remove yourself from them or get the help you need. You may also be in a situation where you have a friend who may be experiencing abuse. In this case, you need to know where you can go for help, so that you can handle the situation as well as possible.

Learning Activity 8.4: Identifying Emotional Abuse

Try to learn the different types of emotional abuse by matching the following terms with their definitions.

Term	Definition		
A. Reject	To give a child/youth responsibilities far greater than someone of that age can handle; to use a child/youth for profit.		
B. Degrade	To encourage a child/youth to do things that are illegal or harmful to self.		
C. Isolate	To put down a child's/youth's worth or needs.		
	To insult, criticize, mock, and belittle (name-calling) a child/youth.		
D. Ignore	To fail to provide sensitive, responsive care-giving; to deprive a child/youth of essential stimulation and responsiveness; to interact only when necessary; to be psychologically unavailable.		
E. Corrupt	To coerce or cause distress by intimidation, causing a state or instance of extreme fear, violent dread, or fright; to have a		
F. Terrorize	child/youth be terrorized at home through observing violence or being threatened by violence to self, loved ones, pets, or favourite objects.		
G. Exploit/ "Adultify"	To cut off a child/youth from others and from normal social interaction, making the individual feel very lonely.		

Once you have matched the terms to the definitions, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.

Bullying

A very common form of emotional abuse is bullying. It involves power and intimidation. Power can be described as the ability to get things done. Power is also the capacity to act or the ability to choose what will happen. Bullying can be the assertion of this power in a very negative fashion. Adolescents who resort to bullying often use this power as an outlet for aggression. There are three different kinds of bullying: verbal, physical, and relational (e.g., getting peers to cut off social contact with someone). Bullying is different than normal conflict. Bullying

- involves a difference in power
- is intentionally harmful
- is repeated over time (there are sometimes one-time incidents)
- causes the victimized person to feel isolated
- causes the victimized person to experience various consequences and behaviour changes

Your personal safety strategies are effective in dealing with bullying situations. Refer to Lesson 1 for the detailed strategies, and remember to do the following:

- Say "No."
- Be assertive.
- Tell someone.

Summary

In abuse cases, both the person who abuses and the person who is abused need help. An abusive person can be someone who bullies at school, someone you know, or someone you do not know. It is important to know that abuse is not a normal or an acceptable way of life. You are encouraged to use the personal safety strategies identified in this lesson in potentially abusive situations.

If you have any concerns about any content within this lesson or any of the other lessons, please feel free to contact your tutor/maker. The next few lessons will look at sexual abuse and how to access resources in your community to help you or someone you know deal with an abusive situation.

LESSON 3: SEXUAL ABUSE

Yo	u will show an understanding of
	the nature and types of sexual abuse and the terms associated with it
	the laws related to sexual abuse
Yo	u will be able to
	identify potentially dangerous situations as they relate to sexua abuse
	identify community resources available to help those being affected by sexual abuse

Introduction

Sexual abuse occurs when a minor is used for the sexual gratification of an adult or an older adolescent **with or without** the minor's consent. It involves exposure of the child/youth to sexual contact, activity, or behaviour.

There are two types of sexual abuse: contact and non-contact sexual abuse.

- Contact sexual abuse involves unwanted physical touching of a sexual body part or being forced to touch the abuser. Having sexual relations without consent is called sexual assault.
- Non-contact sexual abuse occurs when a child/adolescent is forced to watch pornographic movies or listen to sex talk or when sexual comments are made toward one's body. Non-contact sexual abuse is often referred to as sexual exploitation.

Children can be abused anywhere, both outside and inside their own homes. A child abuser can be anybody, including a friend, neighbour, child-care worker, teacher, parent, guardian, step-parent, sibling, relative, or stranger. A child/youth who has been sexually abused can develop a variety of distressing feelings, thoughts, and behaviours. No child is psychologically prepared to cope with repeated sexual stimulation. The minor who knows and cares about the abusive person becomes trapped between affection for or loyalty to the person and the sense that the sexual activities are terribly wrong. If the child tries to break away from the sexual relationship, the abuser may threaten the child with violence or loss of love. When sexual abuse occurs within the family, the child may fear the anger, jealousy, or shame of other family members, or be afraid the family will break up if the secret is told.

A child who is the victim of prolonged sexual abuse usually develops low self-esteem, a feeling of worthlessness, and an abnormal or distorted view of sex. The child may become withdrawn and mistrustful of adults, and can even become suicidal. It is essential that all suspected sexual abuse cases be reported or referred to someone who can help. This could be an adult you trust, someone from a crisis/helpline, or the police.

It is important to understand that many different body parts, in addition to the genitals, may be used to stimulate or gratify the abuser.



Learning Activity 8.5: Sexual Body Parts

To help you understand that sexual abuse can happen with many different parts of the body, fill in the missing letters of the sexual body parts listed below.

- B_ttoc_s
- Gen_ta__ are__
- Bre__sts
- Mo__th
- An_s

For the correct answers, check the Learning Activity Answer Key at the end of this module.

Abuse within Dating Relationships

Physical, emotional, and sexual abuse can also be found within dating relationships. Sometimes teens accept abuse as part of the relationships. Some teens, for example, may mistake dominant behaviour, excessive caring, or extreme jealousy as love. True caring, however, involves kindness, gentleness, and respect, not control or abuse.



Learning Activity 8.6: Signs of Potentially Abusive Relationships

Read the following statements. Place an **X** beside the statements that you see as signs of an unhealthy relationship that may lead to abusive behaviour.

- _____ Expressing jealousy
- _____ Buying flowers for a partner on a special occasion
- _____ Attempting to control a partner's behaviour
- _____ Using insults or putdowns to manipulate a partner
- Using guilt to manipulate a partner into doing something he or she may not be ready for

Once you have completed this task, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.

Individuals in any of these situations need to recognize they may be in an unhealthy or possibly abusive relationship and need to get help. Help may consist of getting counselling (to help the partners learn what appropriate behaviours are), calling the police, or going to a crisis clinic in the community.

Your personal safety strategies are effective in dealing with potential sexually abusive situations. Refer to Lesson 1 for the detailed strategies, and remember to do the following:

- Say "No."
- Be assertive.
- Tell someone.

Summary

Sexual abuse cases in teen relationships are on the rise. It is essential that young adults understand how to develop meaningful, safe relationships and know what some of the signs of potential sexual abuse are. In the next lesson you will become aware of the community resources around you and where you or someone you know could go for help.

LESSON 4: ABUSE PREVENTION

Lesson Focus		
Yo	u will show an understanding of	
	issues related to violence prevention	
	the laws that promote personal safety related to abuse prevention	
Yo	u will be able to	
	design a violence-prevention program for your community	
	access valid health information and health-promoting products and services available in the community	

Introduction

Prevention education is the best way to stop the cycle of abuse. Throughout this module, you have learned about the different types of abuse and some of the signs of an abusive situation. You will now bring together all this information in developing an anti-violence program for your community.

Laws Relating to Violence Prevention

As times change, so do the laws related to violence prevention in Manitoba and in Canada. For example, Manitoba's *Child and Family Services Act* is in place to protect "a child in need of protection." This applies to children under the age of 19.

In the next learning activity you will consider the effectiveness of laws in protecting minors from abuse. After you have finished the learning activity, complete the assignment that follows.



1. Identify two laws that deal with abusive situations. Then write down how these laws protect minors and indicate whether or not you think the laws are effective. For example, do you think that people might choose not to be abusive because they would be breaking this law?

You could research information on current laws that relate to physical, emotional, and/or sexual abuse using resources from

- your local or school library
- the local police department
- the Internet—websites such as the following may be helpful:
 - Sexuality Education Resource Centre (SERC) Manitoba: <u>www.serc.mb.ca/SERC/</u>
 - Manitoba Justice. Family Law in Manitoba—Chapter 10: www.gov.mb.ca/justice/family/law/englishbooklet/chapter10.html

If you are unable to find information on these kinds of laws, contact your tutor/marker.

2. Once you have found the information you need, please complete the following chart.

Law	Effectiveness of This Law
Law 1:	
Law 2:	

Examples are provided in the Learning Activity Answer Key at the end of this module.



Assignment 8.1 will give you an opportunity to use everything you have learned in this module to develop an informational brochure or a fact sheet as part of a violence-prevention program for your community. The directions are found in the Assignments section at the end of this module. Do the assignment now.

Summary

You have now completed Module 8 of this course. You only have two more modules to go. If you have any questions or concerns about this module or any other module you have completed, please contact your tutor/marker.

Notes

MODULE 8 SUMMARY

Congratulations! You have completed Module 8 of Grade 9 Physical Education/Health Education.



Submitting Your Assignments

It is now time for you to submit your Module 7 and Module 8 assignments 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 Modules 7 and 8 assignments and organize your material in the following order:

- Modules 7 and 8 Cover Sheet (found at the end of the course Introduction)**
- Assignment 7.1: Module 7 Physical Activity Log*
- Assignment 7.2: Sport-Skill Analysis
- Assignment 7.3: Sport/Activity Copycats
- Assignment 8.1: Raising Awareness of Violence Prevention (Brochure or Fact Sheet)
- * Note: Before you submit your completed assignments, make sure that you and your parent/guardian have signed all the applicable forms included in the assignment(s).
- ** The Cover Sheet for Modules 7 and 8 contains an Alternate Lesson Consent Form that your parent/guardian will need to sign if you choose the alternate lesson option in Module 10.

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

Module 8 Review Questions

Use the following questions to help you assess what you learned in Module 8 and to guide your studying. These questions will help you to prepare for the final examination that you will write at the end of this course.

Lessons 1 to 3

- 1. Explain what each of the following terms means:
 - a. physical abuse
 - b. verbal abuse
 - c. emotional abuse
 - d. sexual abuse
 - e. harassment
 - f. sexual exploitation
- 2. Make up scenarios representing the following abusive situations and explain how you would use interpersonal skills and personal safety strategies to prevent or avoid potentially abusive situations:
 - a. physical abuse
 - b. emotional abuse
- 3. Choose one law or policy related to personal safety and explain its effectiveness in abuse prevention.

Lesson 4

4. Indicate two places or persons in your community you or someone you know could go to for help in dealing with an abusive situation.

MODULE 8

Learning Activity Answer Key

MODULE 8 LEARNING ACTIVITY ANSWER KEY

Lesson 1

Learning Activity 8.1: Normal or Suspicious Bruising?				
Try to distinguish between normal and suspicious bruising by listing body				
parts in the applicable columns below. Keep in mind, however, that bruising				
anywhere on th	ne body could be a sign of physic	cal abuse.		
Body Parts	Normal Bruising Areas	Suspicious Bruising Areas		
-	Knees	Face		
Face	China			
Face Knees	Shins Elbows	Back Genital area		
	00			
Knees	00	Genital area		
Knees Back	00	Genital area		
Knees Back Genital area	00	Genital area		



Think of some examples of physical abuse. Also, think of some ways in which someone who is being physically abused or victimized might feel. Fill in the blanks below, using each letter of the following words: PHYSICAL ABUSE and EMOTIONAL ABUSE. Some **possible** answers are provided below.

Examples of Physical Abuse		
Р	Punching	
Н	Hitting	
Y	Yanking	
S	Slapping	
Ι	Injecting	
С	Cutting	
А	Assaulting	
L	Lethal weapons	
А	Attacking	
В	Beating	
U	Under water	
S	Slashing	
Е	Electric shock	

Examples of Feelings of Victimization		
E	Embarrassed	
М	Mad	
0	Overwhelmed	
Т	Terrorized	
Ι	Injured	
0	Offended	
Ν	Neglected	
А	Alone	
L	Lonely	
А	Abandoned	
В	Betrayed	
U	Unhappy	
S	Sad	
Е	Empty	



Learning Activity 8.3: Strategies to Keep You Safe

This learning activity will give you a chance to show what you have learned about personal safety strategies.

Scenarios

Read the following two scenarios and answer the questions provided.

Scenario 1

Susan is a new girl at your high school. She appears to be shy and is somewhat overweight. A group of students in her class call her hurtful names whenever the teacher is not present, but Susan is afraid to say anything to the teacher or to her parents for fear that the abuse will get worse. One day, when she tries to speak to the group and ask them to stop, they continue to call her names, laugh at her, and even shove her around.

Questions

- 1. Identify the potentially dangerous situation in this scenario. *Physical and emotional abuse*
- 2. What would be four effective safety strategies* in dealing with this situation?
 - a. **Tell someone:** Tell an adult at school and at home what has been happening.
 - b. **Trust your instincts:** When feeling that a situation is uncomfortable, it may be better to try to avoid that situation, if possible.
 - c. **Dignity and respect:** All people deserve to be treated with respect and dignity. Recognizing your own self-worth will help give you the confidence to deal with uncomfortable situations when they occur.
 - d. **Buddy system:** If possible, bring a friend along with you when you are in the hallways.

(continued)

^{*} **Reference:** Child Find Manitoba. *Smart and Strong and Safe: Safety Strategies for Teens*. Winnipeg, MB: Child Find Manitoba, n.d.

Learning Activity 8.3: Strategies to Keep You Safe (continued)

Scenario 2

Sandra's best friend Leslie wants her to go out with her boyfriend's friend. Leslie thinks it would be a great idea because they could do things together. Sandra has never met this guy before. She knows that he is three years older than she, and that he is from the opposite end of the city. She says she will go out to a movie with him, but only if Leslie and her boyfriend also go to the movie. Sandra thinks they will all go in one car, but when the guys get there to pick them up from Leslie's house they have two separate cars. When Leslie gets into her boyfriend's car, Sandra is not sure what to do. Her date opens the door for her and she gets into the car. After the movie, she gets back into his car so that he can drop her off at her house.

Questions

- 1. Identify the potentially dangerous situation in this scenario. *Physical and/or sexual abuse*
- 2. What would be four effective safety strategies in dealing with this situation?
 - a. **Tell someone:** Tell an adult where you are going to be and what time you will be home.
 - b. **Trust your instincts:** When feeling that a situation is uncomfortable, it may be better to try to avoid that situation, if possible. Tell your friend that you want to ride with them.
 - c. **Dignity and respect:** All people deserve to be treated with respect and dignity. Recognizing your own self-worth will help give you the confidence to deal with uncomfortable situations when they occur.
 - d. Buddy system: Insist that you all ride together.



Learning Activity 8.4: Identifying Emotional Abuse

Try to learn the different types of emotional abuse by matching the following terms with their definitions. The answers are provided below.

Term	Definition		
A. Reject	G	To give a child/youth responsibilities far greater than someone of that age can handle; to use a child/youth for profit.	
B. Degrade	E	To encourage a child/youth to do things that are illegal or harmful to self.	
C. Isolate	Α	To put down a child's/youth's worth or needs.	
	В	To insult, criticize, mock, and belittle (name-calling) a child/youth.	
D. Ignore	D	To fail to provide sensitive, responsive care-giving; to deprive a child/youth of essential stimulation and responsiveness; to interact only when necessary; to be psychologically unavailable.	
E. Corrupt	F	To coerce or cause distress by intimidation, causing a state or instance of extreme fear, violent dread, or fright; to have a	
F. Terrorize		child/youth be terrorized at home through observing violence or being threatened by violence to self, loved ones, pets, or favourite objects.	
G. Exploit/ "Adultify"	С	To cut off a child/youth from others and from normal social interaction, making the individual feel very lonely.	

Learning Activity 8.5: Sexual Body Parts

To help you understand that sexual abuse can happen with many different parts of the body, fill in the missing letters of the sexual body parts listed below. The answers follow.

- B<u>uttock</u>s
- Gen<u>ital</u> are<u>a</u>
- Bre<u>a</u>sts
- Mo<u>u</u>th
- An<u>u</u>s

Learning Activity 8.6: Signs of Potentially Abusive Relationships

Read the following statements. Place an \mathbf{X} beside the statements that you see as signs of an unhealthy relationship that may lead to abusive behaviour. The answers are provided below.

- **x** Expressing jealousy
- ____ Buying flowers for a partner on a special occasion
- <u>x</u> Attempting to control a partner's behaviour
- <u>x</u> Using insults or putdowns to manipulate a partner
- <u>x</u> Using guilt to manipulate a partner into doing something he or she may not be ready for



Learning Activity 8.7: Are Laws Effective in Protecting Minors?

Identify two laws that deal with abusive situations. Then write down how these laws protect minors and indicate whether or not you think the laws are effective. For example, do you think that people might choose not to be abusive because they would be breaking this law?

Once you have found the information you need, please complete the following chart. Examples are provided below.

Law	Effectiveness of This Law
Law 1:	
<i>The Domestic Violence and Stalking Prevention, Protection and Compensation Amendment Act</i>	<i>I think this law would be pretty effective because, if a person used a car to stalk somebody, the police could take away the car.</i>
Law 2:	
Criminal Code of Canada	This law says that it is a crime to neglect or assault minors and that it is a crime to commit sexual assault against minors.

Notes

MODULE 8

Assignment



2 hours (16 marks)

Create a Brochure or a Fact Sheet

For this assignment, you will develop an informational brochure or a fact sheet as part of a violence-prevention program in your community. In addition to using the information provided in Module 8 of this course, you will need to use other sources to research this topic.

Your informational brochure or fact sheet should

- provide information that could be part of a violence-prevention program for your community
- focus on skills for reducing the risk of violence by encouraging the use of prevention strategies, refusal skills, and conflict-resolution skills
- include the resources in your community where you or someone you know could go for help if you ever found yourselves in a potentially abusive situation

Before you mail your completed project to the Distance Learning Unit, complete the following tasks:

- 1. Write an analysis of each component of your informational brochure or fact sheet and discuss how effective you think it might be in bringing awareness to the problem of youth violence.
- 2. What would make your project more effective than some of the media campaigns or messages that are out there today? Explain.

Assessment

The assessment rubric on the following page will be used to assess your work in this assignment.

(continued)

Assessment R	ubric for Raising Av	wareness of Violenc	e Prevention (Broc	hure or Fact Sheet)
Criteria	4 Exemplary	3 Accomplished	2 Developing	1 Beginning
	The student			
Research	 uses a wide variety of resources 	 uses several resources 	 uses a few resources 	 uses limited (if any) resources
Process	 uses the research process proficiently 	 uses the research process capably 	 needs more confidence using the research process 	 needs to provide more detailed information
	 introduces the topic effectively 	 introduces the topic clearly 	 introduces the topic 	 needs to introduce the topic more clearly
Organization and Sequence	 arranges information in exceptional sequence 	 shows careful sequencing in arranging information 	 needs to provide more evidence of sequencing in arranging information 	 needs to sequence more clearly
	 concludes report effectively 	 concludes report capably 	 needs to tie conclusion more directly to topic 	 needs to provide a more specific conclusion
Presentation/ Appearance	 produces very attractive and appealing work 	 produces moderately attractive and appealing work 	 produces moderately attractive and appealing work 	 needs to take more care in presenting tidy and appealing work
	 uses well- organized layout 	 uses satisfactory layout 	 needs to make adjustments in layout to improve project appearance 	 could improve layout through more careful organization
Creativity	 uses creativity extensively to enhance the project 	 uses creativity to enhance the project 	 attempts to enhance the project with creativity 	 makes little attempt to enhance the project with creativity
	 uses pictures, graphs, charts, and diagrams extensively 	 uses pictures, graphs, charts, and diagrams to support the project 	 includes some pictures, graphs, charts, and diagrams 	 needs to use more pictures, graphs, charts, and diagrams

MODULE 8 SUMMARY

Congratulations! You have completed Module 8 of Grade 9 Physical Education/Health Education.



Submitting Your Assignments

It is now time for you to submit your Module 7 and Module 8 assignments 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 Modules 7 and 8 assignments and organize your material in the following order:

- Modules 7 and 8 Cover Sheet (found at the end of the course Introduction)**
- Assignment 7.1: Module 7 Physical Activity Log*
- Assignment 7.2: Sport-Skill Analysis
- Assignment 7.3: Sport/Activity Copycats
- Assignment 8.1: Raising Awareness of Violence Prevention (Brochure or Fact Sheet)
- * Note: Before you submit your completed assignments, make sure that you and your parent/guardian have signed all the applicable forms included in the assignment(s).
- ** The Cover Sheet for Modules 7 and 8 contains an Alternate Lesson Consent Form that your parent/guardian will need to sign if you choose the alternate lesson option in Module 10.

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

Module 8 Review Questions

Use the following questions to help you assess what you learned in Module 8 and to guide your studying. These questions will help you to prepare for the final examination that you will write at the end of this course.

Lessons 1 to 3

- 1. Explain what each of the following terms means:
 - a. physical abuse
 - b. verbal abuse
 - c. emotional abuse
 - d. sexual abuse
 - e. harassment
 - f. sexual exploitation
- 2. Make up scenarios representing the following abusive situations and explain how you would use interpersonal skills and personal safety strategies to prevent or avoid potentially abusive situations:
 - a. physical abuse
 - b. emotional abuse
- 3. Choose one law or policy related to personal safety and explain its effectiveness in abuse prevention.

Lesson 4

4. Indicate two places or persons in your community you or someone you know could go to for help in dealing with an abusive situation.

MODULE 8

Learning Activity Answer Key

MODULE 8 LEARNING ACTIVITY ANSWER KEY

Lesson 1

Learning Activity 8.1: Normal or Suspicious Bruising?				
Try to distinguish between normal and suspicious bruising by listing body				
parts in the applicable columns below. Keep in mind, however, that bruising				
anywhere on th	ne body could be a sign of physic	cal abuse.		
Body Parts	Normal Bruising Areas	Suspicious Bruising Areas		
-	Knees	Face		
Face	China			
Face Knees	Shins Elbows	Back Genital area		
	00			
Knees	00	Genital area		
Knees Back	00	Genital area		
Knees Back Genital area	00	Genital area		



Think of some examples of physical abuse. Also, think of some ways in which someone who is being physically abused or victimized might feel. Fill in the blanks below, using each letter of the following words: PHYSICAL ABUSE and EMOTIONAL ABUSE. Some **possible** answers are provided below.

Examples of Physical Abuse		
Р	Punching	
Н	Hitting	
Y	Yanking	
S	Slapping	
Ι	Injecting	
С	Cutting	
А	Assaulting	
L	Lethal weapons	
А	Attacking	
В	Beating	
U	Under water	
S	Slashing	
Е	Electric shock	

Examples of Feelings of Victimization		
E	Embarrassed	
М	Mad	
0	Overwhelmed	
Т	Terrorized	
Ι	Injured	
0	Offended	
Ν	Neglected	
А	Alone	
L	Lonely	
А	Abandoned	
В	Betrayed	
U	Unhappy	
S	Sad	
Е	Empty	



Learning Activity 8.3: Strategies to Keep You Safe

This learning activity will give you a chance to show what you have learned about personal safety strategies.

Scenarios

Read the following two scenarios and answer the questions provided.

Scenario 1

Susan is a new girl at your high school. She appears to be shy and is somewhat overweight. A group of students in her class call her hurtful names whenever the teacher is not present, but Susan is afraid to say anything to the teacher or to her parents for fear that the abuse will get worse. One day, when she tries to speak to the group and ask them to stop, they continue to call her names, laugh at her, and even shove her around.

Questions

- 1. Identify the potentially dangerous situation in this scenario. *Physical and emotional abuse*
- 2. What would be four effective safety strategies* in dealing with this situation?
 - a. **Tell someone:** Tell an adult at school and at home what has been happening.
 - b. **Trust your instincts:** When feeling that a situation is uncomfortable, it may be better to try to avoid that situation, if possible.
 - c. **Dignity and respect:** All people deserve to be treated with respect and dignity. Recognizing your own self-worth will help give you the confidence to deal with uncomfortable situations when they occur.
 - d. **Buddy system:** If possible, bring a friend along with you when you are in the hallways.

(continued)

^{*} **Reference:** Child Find Manitoba. *Smart and Strong and Safe: Safety Strategies for Teens*. Winnipeg, MB: Child Find Manitoba, n.d.

Learning Activity 8.3: Strategies to Keep You Safe (continued)

Scenario 2

Sandra's best friend Leslie wants her to go out with her boyfriend's friend. Leslie thinks it would be a great idea because they could do things together. Sandra has never met this guy before. She knows that he is three years older than she, and that he is from the opposite end of the city. She says she will go out to a movie with him, but only if Leslie and her boyfriend also go to the movie. Sandra thinks they will all go in one car, but when the guys get there to pick them up from Leslie's house they have two separate cars. When Leslie gets into her boyfriend's car, Sandra is not sure what to do. Her date opens the door for her and she gets into the car. After the movie, she gets back into his car so that he can drop her off at her house.

Questions

- 1. Identify the potentially dangerous situation in this scenario. *Physical and/or sexual abuse*
- 2. What would be four effective safety strategies in dealing with this situation?
 - a. **Tell someone:** Tell an adult where you are going to be and what time you will be home.
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 - c. **Dignity and respect:** All people deserve to be treated with respect and dignity. Recognizing your own self-worth will help give you the confidence to deal with uncomfortable situations when they occur.
 - d. Buddy system: Insist that you all ride together.



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Try to learn the different types of emotional abuse by matching the following terms with their definitions. The answers are provided below.

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	В	To insult, criticize, mock, and belittle (name-calling) a child/youth.	
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F. Terrorize		child/youth be terrorized at home through observing violence or being threatened by violence to self, loved ones, pets, or favourite objects.	
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- An<u>u</u>s

Learning Activity 8.6: Signs of Potentially Abusive Relationships

Read the following statements. Place an \mathbf{X} beside the statements that you see as signs of an unhealthy relationship that may lead to abusive behaviour. The answers are provided below.

- **x** Expressing jealousy
- ____ Buying flowers for a partner on a special occasion
- <u>x</u> Attempting to control a partner's behaviour
- <u>x</u> Using insults or putdowns to manipulate a partner
- <u>x</u> Using guilt to manipulate a partner into doing something he or she may not be ready for



Learning Activity 8.7: Are Laws Effective in Protecting Minors?

Identify two laws that deal with abusive situations. Then write down how these laws protect minors and indicate whether or not you think the laws are effective. For example, do you think that people might choose not to be abusive because they would be breaking this law?

Once you have found the information you need, please complete the following chart. Examples are provided below.

Law	Effectiveness of This Law
Law 1:	
<i>The Domestic Violence and Stalking Prevention, Protection and Compensation Amendment Act</i>	<i>I think this law would be pretty effective because, if a person used a car to stalk somebody, the police could take away the car.</i>
Law 2:	
Criminal Code of Canada	This law says that it is a crime to neglect or assault minors and that it is a crime to commit sexual assault against minors.

Notes

Module 9

Sport/Activity Development

This module contains the following:

- Introduction
- Lesson 1: Rules, Etiquette, and Ethics of Sport

- Lesson 2: Officiating Duties
- Lesson 3: Game Strategies
- Module 9 Summary

MODULE 9: Sport/Activity Development

Introduction

In this module you will learn about the important roles of fair play and ethical behaviour in the world of sport. In the first lesson you will have the opportunity to investigate how the media focus on the ethics in sport and how their reporting influences each of us.

The second lesson will give you the opportunity to become involved as an official in your selected sport. You will learn about the role and function of an official and be able to experience this element of sport first-hand.

In the final lesson you will investigate various categories of sports and games. You will create a short report on one sport or physical activity of your choice. In other words, you will be able to put into practice what you have learned during this course, and look at your selected activities in a new way.

Assessment

You will be assessed on your completion of the Module 9 assignments found at the end of this module. At the end of the course, you will write a final examination.

When you complete Module 10, you will submit your Module 9 assignments, along with your Module 10 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 9.1	Ethics in Sports
2	Assignment 9.2	The Game Official
3	Assignment 9.3	Short Sport/Activity Report

Notes

LESSON 1: RULES, ETIQUETTE, AND ETHICS IN SPORT

Lesson Focus You will show an understanding of the playing rules and the rules of etiquette for selected activities the range of unethical behaviours found in sport how the media report and discuss unethical behaviours and issues in sport You will be able to identify what impact unethical behaviours in sport have on youth discuss unethical behaviours in sport, as presented in the media identify safety concerns and establish rules and procedures that address the identified concerns follow established safety rules and procedures participate in activities and demonstrate responsible and respectful conduct

Introduction

All games you played as a child had some basic rules. You may have created the rules yourself or you may have learned them from others. As you played the games, you may have modified the rules when you discovered that something in the game didn't work anymore.

All sports have official rules. Many people know the basic rules of a game, but the average player does not know many detailed rules for most games. The rules, terms, etiquette (fair play and being a good sport), and strategies help to describe the actual play of the sport and clarify the complex nature of the game. The more you become involved in a sport, the more you will use the sport-related terminology, rules, and etiquette to develop strategies for playing the game.

Exemplary Practices in Sport

Fair play and being a good sport are universally understood concepts. Without fairness, sport would lose its meaning and purpose. Practising unfair play and being a poor sport lead to negative experiences for players, officials, coaches, and spectators.

- Fair play is a philosophy that leads to an agreement, among all those involved in sport, on the values and attitudes that we want sport to promote. Three values and attitudes that are a vital part of the fair-play philosophy are
 - learning to cooperate and play as a team
 - being willing to play by the rules
 - developing positive characteristics such as respect and self-esteem

The philosophy is grounded in the belief that sport has a moral purpose, and it emphasizes inclusion and participation.

Underlying the fair-play philosophy are certain principles, which have as their aim the

Principles of Fair Play

- Respect the rules.
- Respect the officials and their decisions.
- Respect opponents.
- Give everyone an equal chance to participate.
- Maintain self-control at all times.

development of a true competitive spirit, inclusion, and teamwork. The principles of fair play, reflected in the statements to the right, apply in all circumstances, and they apply to everyone in sport: participants, officials, coaches, spectators, sponsors, and so on.

- Being a good sport (traditionally called sportsmanship) is about the qualities and conduct of people playing sports and games. It goes beyond simply playing by the rules and includes ways in which participants handle themselves on and off the field of play with respect to teammates, opponents, officials, and spectators. Qualities such as fairness, respect, and graciousness are all part of being a good sport. A few examples are
 - helping an opponent up off the floor after a hard foul
 - shaking hands with opponents and officials after a game
 - refusing to argue with an official after a questionable call

Being a good sport is a great tradition in sports and competition. It means playing cleanly and handling both victory and defeat with grace, style, and dignity.

Questionable and Unethical Practices

Other terminology related to sports and games includes questionable behaviour (gamesmanship) and cheating behaviour:

- Questionable conduct, or the practice of winning games using psychological or other questionable (but not strictly illegal) means, is commonly referred to as gamesmanship. At times, we must consider the actions of those involved in a sport in relation to the spirit of the game. Although "trash-talking" in a football game, for example, does not break any official rules, it does influence the spirit of the game. A few examples of using questionable means and practices in sport are
 - holding an opponent's jersey in basketball
 - faking an injury to stop a play in soccer
 - making a noise when a golfer is about to tee off
- Cheating occurs when a player is gaining an advantage over the opponent by knowingly breaking the rules and regulations. It is a behaviour that could be regarded as an admission of inferior skill or a misplaced emphasis on winning. Although winning is a desired outcome of any competitive game or sport, it should be kept in perspective with the other outcomes. Cheating is regarded as the ultimate example of unethical behaviour, which will be discussed in greater detail in Lesson 3. What do you think are some ways that athletes demonstrate unethical behaviours?

Learning Activity 9.1: Questionable Conduct and Cheating in Sport

Check your understanding of the terms **questionable behaviour** and **cheating behaviour** in relation to the sports listed in the first column of the chart on the following page:

- In the middle column, write an example of how a player could negatively affect the spirit of the game or competition (questionable behaviour, known as gamesmanship) for each sport listed on the left.
- In the column on the right, write an example of cheating behaviour for each sport listed on the left.

(continued)

Learning Activity 9.1: Questionable Conduct and Cheating in Sport (continued)

One example is provided below. In your responses, do not use the examples from the previous page. Since the answers in this learning activity can vary so much, no answer key is provided.

<i>intentionally distracting a player</i> <i>who is making a shot</i>	<i>improving the position of the bal</i> <i>with your foot</i>

Ethics in Sport

Sport engages us in a collective effort to pursue excellence. Playing fairly by upholding the rules and regulations that govern the many different sports is part of achieving excellence and is commonly referred to as the **ethics of sport**.

Unethical Behaviours in Sport

Some unethical behaviours in sport, such as the use of performanceenhancing substances, blood doping, equipment tampering, and gambling, are discussed below.

Performance-enhancing substances: One of the most common issues reported in the media is the use of performance-enhancing substances in sport. These banned or illegal substances can pose a significant risk to the health of athletes, especially young athletes, and can alter the normal functioning of the body. These substances give an athlete an "edge" over another athlete who is playing fairly. The use of performance-enhancing drugs is detrimental to the reputation of sports and to the spirit of playing a game.





 Blood doping: Blood doping is the practice of increasing the number of red blood cells in the body. This is accomplished through the removal



and storage of blood that is re-injected later once the body has manufactured enough blood to replace the blood that was originally removed. Increasing the red blood cell count improves the oxygen-carrying capacity of the blood, thereby enhancing an athlete's aerobic ability. Adverse effects of blood doping include allergic reactions, kidney damage, jaundice, infectious disease transmission, and blood clots. Blood doping is a banned practice.

 Equipment tampering: There are numerous examples of equipment tampering (modification) in the world of sport. Some equipment has been technically modified by sports equipment manufacturing companies that want to see their product advance the athlete's capacity to perform at a higher standard (e.g., spoke-less bicycle



wheels, fast skin swimsuits). Some equipment has been mechanically modified to give the athlete an unfair advantage over an opponent (e.g., "corked" baseball bats, overly curved hockey sticks, rewired fencing swords that can register a hit at any time).

- Gambling: Gambling on the outcome of a sporting event has long been and continues to be an issue in competitive sports. Athletes in key playing positions have been forced or enticed to alter the outcome of a game so that others may profit from the bets placed on the game. Still other athletes have bet on the outcome of the games they were playing in so that they may once again profit from betting on the outcome. In both of these cases the actions are illegal.
- Other unethical behaviours: Some of the other ethical issues currently confronting the sports industry include
 - sexual abuse and harassment
 - racial harassment
 - spectator violence and verbal abuse
 - biased officiating
 - inappropriate behaviour by parents (including "ugly parent syndrome")
 - sexuality discrimination and homophobia
 - genetic doping, therapy, and manipulation
 - gender verification and/or sex-testing requirements
 - the media's role (in affecting the conduct and/or altering the spectators' and public's perception of the conduct of players)



Assignment 9.1: Ethics in Sport

In Assignment 9.1, found in the Assignments section at the end of this module, you will read an article related to an area of sport ethics and answer questions about your selected article. Complete the assignment now.

Summary

In this lesson you learned about the playing rules and the rules of etiquette for selected sports and games. In addition to developing your understanding of practising fair play and being a good sport, you learned about unethical and unsafe behaviours in sport and their impact on youth. You also had an opportunity to study how the media represent issues related to ethics in sport and suggest ways to reduce unethical practices.

LESSON 2: OFFICIATING DUTIES

Les	sson Focus
Yo	u will show an understanding of
	the variety of officiating duties required for a sport
	the hand signals required to communicate decisions to players
Yo	u will be able to
	officiate an athletic contest

Introduction

In the previous lesson you investigated the rules, etiquette, terminology, and ethics employed in sport. In this lesson you will explore the roles of game officials, observe officials, and perform officiating duties related to a particular physical activity or sport.

The Role of Officials

Officials are the key people in a game who must carefully observe the action, interpret the rules, and apply the correct penalty to players or teams for their infractions. Officials must remain impartial, focused, and confident. Confidence is a critical characteristic needed by every official. Officials must also be effective communicators with the players, coaches, and spectators. Making and interpreting the "call" is the most difficult task for any official. Another key role is taking action whenever there is a safety risk that may harm the participants.

The Qualities of Officials

Officials need to possess strong qualities in the following areas. When you serve the role of an official, the key is to maximize your strengths and minimize your weaknesses.

1. Knowledge of the Rules

- Develop and maintain a strong working knowledge of the rules of the game or sport. This is essential for all officials.
- Build credibility and confidence as an official by knowing the rules. Avoid situations where players, coaches, or fans are questioning you and you don't have an answer.

2. Fitness

- Work at developing fitness. Conditioning should be related to the level of the sport in which you are working.
- Be as fit as the players you are officiating.

3. Appearance and Presence

- Remember that first impressions can help or hurt your game.
- Look respectable when you show up to officiate at a game. Looking clean and crisp means wearing a clean shirt, clean pants, and clean footwear.
- Show presence in the way you carry and handle yourself. Act professionally and you will get respect.

4. Special Ability

- Make sure you have the skill you need for a given sport. Some sports require you to have a high degree of skill (e.g., skating in hockey).
- Work to improve your skill at all times.

5. Positioning

- Enhance your performance with proper positioning. Keep moving to get the best view.
- Work hard and practise proper positioning to make it second nature.

6. Signals

- Use the standard signals correctly, as they are used to communicate with everyone.
- Show confidence and competence and add to your professionalism by demonstrating proper use of signals.
- Blow the whistle with authority:
 - Blow the whistle hard. A weak whistle is interpreted as a sign of nonconfidence.
 - A brief whistle is preferred over a long irritating one.

- A loud whistle close to someone's ear can be painful.
- A loose whistle around the neck will bounce in your face as you run. Try to control the whistle with your hand or keep it in your mouth for immediate access.

7. Procedures

- Learn the procedures for the game so well that they become second nature. They will then guide your game.
- Show confidence and competence through proper execution of procedures.

8. Attitude

- Develop a good attitude and demonstrate it through hard work, enthusiasm, and determination, not by showing off.
- Practise a good attitude, showing everyone that you mean business and that you are making a solid effort even if your calls are not always respected by everyone.

9. Reaction to Pressure

- Have the courage to make the "tough call."
- Remain cool in tough situations. This will make it easier to deal with the situations.
- Remember that at higher levels of sport, there will be more at stake and you will encounter more pressure situations. If you want to progress, learn to deal with pressure situations effectively.
- Avoid being influenced by players, coaches, or fans to make a "call."

10. Rapport and Communication

- Keep in mind that communication with partners, players, and coaches is essential.
- Establish good communication early. This can make tough situations easier to deal with.
- Be able to accept and to give criticism. Having good communication skills makes this a constructive process.

11. Feel for the Game

- Know what penalty to call and when to establish a standard and maintain control and flow of the game.
- Allow the game to flow. (At times, a "no call" is the right call, usually when the offended player retains the advantage after a minor infraction.)
- Watch other senior officials and observe how they work.

12. Judgment, Consistency, Standard

- **Judgment:** Know when and where to make the call or draw the line.
 - Don't call what you don't see.
 - Aim for calmness. When tempers are flaring it is time to get everyone calm. Seek help from the coaches to control their players. Decide on a game plan with the coaches for further play.
 - Keep in mind that you may have to penalize a coach for getting out of hand. Warning a coach is the first step unless the behaviour is so severe that you have no alternative but to dismiss the coach from the game. Your job is to ensure that the players have an enjoyable experience playing a game.
- **Consistency:** Apply judgment consistently.
 - Don't make up for one wrong "call" by making another in the other team's favour. You will just have made two mistakes instead of one!
 - Make the "call" and stick to it unless you know you made the wrong one. You will probably not have the benefit of instant replay.
 - Make calls consistently throughout the game. An infraction called in the first minute of play should be called in the last.
- **Standard:** Set the standard from the start of a game.

13. Keep Player Safety the Top Priority

- Check the playing area for possible hazards.
- Send the right message by applying the rules that keep people safe.
- Minimize conflict by applying the rules fairly and without bias.
- Change the game slightly, if necessary, to avoid potential hazards.
- Raise the awareness of the players to anything dangerous. Just knowing there is a danger can help avoid accidents.

14. Understand That You Will Make Mistakes

- Remember that there will be times when you will make a mistake. This is understandable and unavoidable.
- Keep in mind that some mistakes can and should be corrected to maintain the fairness of the game, and others are simply errors that are part of being human. Correct the mistakes you can, forget the ones you can't correct, and keep the game going.

The qualities that make a good official are also qualities that make a person a good employee and friend. Teamwork, loyalty, sacrifice, decision making, fair-mindedness, accountability, and honesty are just a few of the skills that can be learned through leading and officiating.

Getting Started

If you are thinking of getting started in the role of officiating, you may have questions such as the following:

How do I choose the sport(s) at which I want to officiate?

This is an important question that usually answers itself. That is, new officials generally desire to officiate at the sport they played as a child or youth. If you are not sure which sport to officiate, attend an officials-association meeting and ask to "work" a scrimmage. This experience will give you a better understanding of the game. Remember, however, that officiating is challenging and it might take a while for a sport to appeal to you.

What does "working" a game mean?

Although athletes play the games, officials are assigned to "work" them. Working a game does not mean you're not having fun; actually, you are getting paid for doing something you like, and at the same time you may get some intense exercise.

• Can I officiate at a sport that I have not played?

Absolutely! You can officiate at any sport; however, you must be dedicated and have the enthusiasm to work that sport.

Is it advantageous to officiate at a sport that I have played?

The answer to this question is generally "Yes." If you have played basketball, for example, you have developed a feel for the game, and this will help you understand the challenges of the game. Officiating can be learned, however. With good training and a positive mental attitude, you can learn how to apply the rules and get into position to make the calls.

How many sports should I officiate when getting started?

Officiating is addictive; once you get started, you may find you can't get enough of it. Begin by working one sport, as this will allow you to focus and learn the rules and the "ins and outs" of the officiating world. Avoid spreading yourself too thin. Don't forget, though, that officiating requires a lot of hard work and dedication.



Assignment 9.2: The Game Official

For Assignment 9.2 you will observe an actual sporting event, either live or on television, and describe some of the hand signals and calls. The assignment is found in the Assignments section at the end of this module. Complete it now.

Summary

In this lesson you not only researched officiating responsibilities, but you also learned to perform various officiating duties and hand signals related to a sport or physical activity of your choice.

LESSON 3: GAME STRATEGIES

Yo	u will show an understanding of
	the terms used to describe and communicate various game strategies
	how to use the movement concepts related to game play to become a more effective player
	how strategies are used in sports and games
Yo	u will be able to
	analyze team games and determine the movement concepts employed
	describe basic strategies used in individual and team games/activities
	participate in activities

Introduction

In this lesson you will learn about four categories or types of games or sports: territory/invasion, net/wall, striking/fielding, and target activities. You will check your understanding of movement concepts and tactical problems involved in selected sports within the four categories. In addition, you will investigate and write short reports on two sports of your choice in two different categories.

Game/Activity Categories

Sports and games have certain characteristics that allow them to be classified into four categories. Each game/activity category has similar tactical problems and, therefore, has similar strategic solutions. The four game/activity categories are as follows:

• **Territory/invasion:** These games involve scoring by getting the object into the opponents' goal while preventing the opponents from scoring.

- Net/wall: In these games, players use a net or a wall and score by getting the object into the opponents' area of play more often than they can return the object.
- Striking/fielding: In these games, players score by striking the ball/object and running within safe areas, preventing opponents from scoring by catching, and making it difficult for opponents to strike the ball.
- **Target:** In target games, the objective is to score by getting the object closer to a target than opponents get theirs, while avoiding any obstacles.

Once the tactical problems are identified and the solutions to the problems understood, they can be transferred over from one sport to another within the same category. What makes one sport different from the next is the equipment and the skills required to play a sport. Some skills are similar, while others are found only in a specific sport or game.



Learning Activity 9.2: Identify Game Categories for Various Sports

The following chart lists various sports. Check your understanding of the four game/activity categories by placing a check mark (\checkmark) in the column that best describes each sport or game.

Sport	Territory/ Invasion	Net/Wall	Striking/ Fielding	Target
Badminton				
Baseball				
Basketball				
Bocce				
Cricket				
Curling				
Football				
Golf				
Ice Hockey				
Lacrosse				
Softball				
Tennis				
Volleyball				

Once you have completed this chart, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.

Game Strategies

All sports and games employ strategies that enable players or teams to play the game more effectively. Most games that are structured to have one side compete against another use offensive and defensive strategies:

- Offensive strategies are used when a player or team is in possession and control of the object of play, such as a basketball, soccer ball, badminton shuttlecock, or tennis ball.
- Defensive strategies are used to stop the opposition from scoring or regaining and controlling the object of play.

As you can see, these games involve a transition during play from offence to defence.

Movement Concepts

Movement concepts help us understand how and why motor skills are performed in a particular way. They make up the language that describes how the body moves, where the body moves, the qualities of the movement, and the content involved in the movement.

Movement concepts can be classified into four general categories:

- Body awareness (what the body does) includes awareness of
 - body parts (e.g., arms, legs, elbows, knees, head)
 - body shapes (e.g., stretched, curled, wide, narrow, twisted, symmetrical, asymmetrical)
 - body actions (e.g., bending, straightening, rotating, swinging, pushing, pulling)
- Space awareness (where the body moves) includes awareness of
 - location (e.g., your own space or general space in the playing/activity area)
 - directions (e.g., forward, backward, sideways, up, down)
 - levels (e.g., low, middle, high)
 - pathways (e.g., curved, straight, zigzag)
 - planes (e.g., frontal, horizontal)

- Qualities of effort (how the body moves) include factors such as
 - time/speed (e.g., fast, slow)
 - force (e.g., strong, light)
 - flow (e.g., free or unrestricted, bound swinging on a bar or moving in a track)
- Relationships (with whom or with what the body moves) refer to movement in relation to other individuals (such as teammates or opponents) and the environment, including
 - person (e.g., move alone, with partner, with group, meet, part, match, mirror, follow, lead)
 - apparatus (e.g., near, far, in, out, over, under, around, through, on, off, above, below)
 - other (e.g., move in relation to music, to the environment)



Learning Activity 9.3: Key Tactical Problems

The following charts list key tactical problems found in each of the four game/sport/activity categories: territory/invasion, net/wall, striking/fielding, and target. Offensive and defensive strategies are created to overcome these tactical problems.

As you review the problems presented in the following charts, think about strategies that a player or a coach might use to solve the tactical problems. Suggest **one movement concept** and **one solution to the tactical problems** outlined in the charts for a game/sport of your choice that is appropriate for each category.

Territory/Invasion-Type Games



Sport ____

Tactical Problem	Problem Description	Movement Concept	Tactical Solution
Maintain Possession	To maintain possession of the object (e.g., puck, ring, ball), as the team on offence.		
Defend Goal	To defend the goal or goal line, as a team or as an individual, by stopping other players or stopping the object.		
Avoid Defence	To use various locomotion skills (e.g., dodging) or retaining skills (e.g., dribbling) to avoid being caught by a defending player.		
Create Space	To pull a defender away to create an open area for a teammate to move through or to pass an object into an open space.		
Defend Space	To work together as a team to cover areas on a court or on a field to make it difficult for the team on offence to get close to the defending team's goal.		
Attack Goal	To put pressure on the other team's goal, when in possession of the object, by shooting or passing the object at or toward the goal or goal line.		
Set Plays	To use pre-designed movements as a team when an object is put back into play (e.g., corner kick in soccer, face-off in ice hockey).		
Regain Possession	To use skills (legal means) to get an object or apparatus away from an opponent or to anticipate a pass in order to intercept it.		



Net/Wall-Type Games



Sport

	i ype Games	Sport_	
Tactical Problem	Problem Description	Movement Concept	Tactical Solution
Maintain Consistency	To return the object over the net or to the wall continually so that it lands in play.		
Set up for Attack	To place the object in vulnerable spots on the opponents' court (e.g., sides, front, back) so that they are out of position and space is created on their court to win the next shot.		
Take Ready Position	To position oneself or the team on the court in order to cover as much space as possible.		

Striking/Fielding-Type Games



Tactical Problem	Problem Description	Movement Concept	Tactical Solution
Hit Ball Accurately	To use proper striking mechanics (e.g., keep an eye on the ball, correct grip) to hit the ball into the field of play.		
Place Ball away from Fielders	To hit the ball over or around the fielding team into open or safe areas.		
Cover Space	To work together with the fielding team to cover as much space as possible.		
Score Runs	To use tactical solutions such as advancing runners so that they are closer to the scoring area or hitting the ball away from the fielding team.		
Avoid Getting Out	To use tactical solutions such as quickly running to a safe area (e.g., base) before the fielding team is able to throw to the safe area or tag the runner.		
Stop Scoring Runs	To work together as a defending team to prevent scoring by the offence. Examples include covering as much area as possible and throwing the ball to a teammate who is able to prevent the runner from scoring.		



Target-Type Games

Tactical Problem	Problem Description	Movement Concept	Tactical Solution
Focus on Aim and Accuracy	To deliver an object toward a target with the right amount of force to reach the intended target successfully.		
Protect Target	To place obstacles in the way to make it difficult for the opposition to hit the target.		

Sport

Once you have completed the four charts, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.



Assignment 9.3: Short Sport/Activity Report

In Assignment 9.3 you will research and write a short report on a sport or physical activity of your choice. This assignment is found in the Assignments section at the end of this module. Complete it now.

Summary

In this lesson you learned about movement concepts and tactical challenges related to game strategies in team activities. You learned to recognize various game categories, including territory/invasion, net/wall, striking/fielding, and target activities, and their corresponding game strategies. Finally, you had an opportunity to research and write a short report on a sport or physical activity of your choice, applying what you learned in the physical education modules of this course.

Notes

MODULE 9 SUMMARY

Congratulations! You have completed Module 7 of Grade 9 Physical Education/Health Education.



Filing Your Assignments

You will **not** submit your Module 9 assignments to the Distance Learning Unit at this time. You will keep them until you have completed Module 10. At that time, you will submit your Module 9 and Module 10 assignments 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.

Module 9 Review Questions

Use the following questions to help you assess what you learned in Module 9.

Lesson 1

- 1. How were you able to demonstrate an understanding of the rules for your sport or activity?
- 2. What rules of etiquette should you follow during your selected activities?
- 3. What terminology did you become familiar with through your participation in selected sports and games?
- 4. Were you able to determine the important safety rules and procedures for your activities that promote ethics in sport?
- 5. How were you able to demonstrate safe involvement in your selected activities?
- 6. Can you identify unethical issues found in sport?
- 7. Were you able to determine how these issues affect youth?
- 8. How do the media represent these issues?

Lesson 2

- 9. What were the important actions you performed as a minor official?
- 10. What were the important actions you performed as a game official?
- 11. What hand signals did you use during your officiating duties to communicate with players?

Lesson 3

- 12. What are the general movement concepts that lead to effective game play?
- 13. How are these concepts used to develop game strategies?
- 14. Are you able to describe basic strategies in the four game categories?
- 15. What terms did you learn that are used to describe game strategies for the selected sport?

Module 9

Learning Activity Answer Key

MODULE 9 LEARNING ACTIVITY ANSWER KEY

Lesson 1



Learning Activity 9.1: Questionable Conduct and Cheating in Sport

Since the answers in this learning activity can vary so much, no answer key is provided.

Lesson 3



Learning Activity 9.2: Identify Game Categories for Various Sports

The following chart lists various sports. Check your understanding of the four game/activity categories by placing a check mark (\checkmark) in the column that best describes each sport or game. Answers are provided below.

Sport	Territory/ Invasion	Net/Wall	Striking/ Fielding	Target
Badminton		1		
Baseball			1	
Basketball				✓
Bocce				✓
Cricket			1	
Curling				~
Football	1			
Golf			1	
Ice Hockey		1		
Lacrosse		1		
Softball			1	
Tennis		1		
Volleyball		1		

Learning Activity 9.3: Key Tactical Problems

The following charts list key tactical problems found in each of the four game/sport/activity categories: territory/invasion, net/wall, striking/fielding, and target. Offensive and defensive strategies are created to overcome these tactical problems.

As you review the problems presented in the following charts, think about strategies that a player or a coach might use to solve the tactical problems. Suggest **one movement concept** and **one solution to the tactical problems** outlined in the charts for a game/sport of your choice that is appropriate for each category. Some **possible** answers are provided below.

Territory/Invasion-Type Games



Sport

Tactical Problem	Problem Description	Movement Concept	Tactical Solution
Maintain Possession	To maintain possession of the object (e.g., puck, ring, ball), as the team on offence.	 Relationships (to apparatus) 	 Keep the object close to own body.
Defend Goal	To defend the goal or goal line, as a team or as an individual, by stopping other players or stopping the object.	 Relationships 	 Defensive player keeps between the goal and the offensive player.
Avoid Defence	To use various locomotion skills (e.g., dodging) or retaining skills (e.g., dribbling) to avoid being caught by a defending player.	 Relationships Space awareness Qualities of effort 	 Move in a variety of directions with varying speed to avoid the defender. Change the pace and direction.
Create Space	To pull a defender away to create an open area for a teammate to move through or to pass an object into an open space.	 Space awareness Relationships 	 Create or move to an open space.
Defend Space	To work together as a team to cover areas on a court or on a field to make it difficult for the team on offence to get close to the defending team's goal.	Space awarenessRelationships	 Mirror or shadow the player to prevent a play from happening.
Attack Goal	To put pressure on the other team's goal, when in possession of the object, by shooting or passing the object at or toward the goal or goal line.	 Relationships 	 Avoid or evade the player so a shot can be made.
Set Plays	To use pre-designed movements as a team when an object is put back into play (e.g., corner kick in soccer, face-off in ice hockey).	 Relationships Space awareness 	 Follow plays or pathways that have been selected to avoid opposition or to succeed in keeping possession of the object.
Regain Possession	To use skills (legal means) to get an object or apparatus away from an opponent or to anticipate a pass in order to intercept it.	 Relationships Space awareness 	 Position yourself to "fake out" or deceive the opponent to make an interception.



Net/Wall-Type Games		Sp	ort
Tactical Problem	Problem Description	Movement Concept	Tactical Solution
Maintain Consistency	To return the object over the net or to the wall continually so that it lands in play.	 Qualities of effort Relationships (with an object) 	 Different locations on the court require different amounts of force and direction to achieve a successful play over the net.
Set up for Attack	To place the object in vulnerable spots on the opponents' court (e.g., sides, front, back) so that they are out of position and space is created on their court to win the next shot.	 Relationships (with an object) Space awareness 	 Move to the best position to attack the opponents' court and be aware of the space created by the opposition in preparation to defend.
Take Ready Position	To position oneself or the team on the court in order to cover as much space as possible.	 Relationships (with an object) Space awareness 	 The location of the attack will require a defensive shift to be able to cover the greatest area.

Striking/Fielding-Type Games



Tactical Problem	Problem Description	Movement Concept	Tactical Solution
Hit Ball Accurately	To use proper striking mechanics (e.g., keep an eye on the ball, correct grip) to hit the ball into the field of play.	 Relationships Qualities of effort Body awareness 	 Time the swing in the correct plane relative to the location of the pitch over the plate.
Place Ball away from Fielders	To hit the ball over or around the fielding team into open or safe areas.	 Relationships Qualities of effort Space awareness 	 Positioning of the body after determining the best location to hit the ball will contribute to the success.
Cover Space	To work together with the fielding team to cover as much space as possible.	 Relationships Space awareness 	Maintain spacing with teammates and adjust the location of the defending players based on the tendency of the batter to hit to a particular location.
Score Runs	To use tactical solutions such as advancing runners so that they are closer to the scoring area or hitting the ball away from the fielding team.	RelationshipsSpace awareness	 Advancing a runner may require a bunt versus a maximal swing based on the location of the defending team and the score in the game at the time.
Avoid Getting Out	To use tactical solutions such as quickly running to a safe area (e.g., base) before the fielding team is able to throw to the safe area or tag the runner.	 Qualities of effort Body awareness Space awareness 	 Adjust speed of running and reposition the body if necessary to avoid being tagged by a defender (sliding).
Stop Scoring Runs	To work together as a defending team to prevent scoring by the offence. Examples include covering as much area as possible and throwing the ball to a teammate who is able to prevent the runner from scoring.	 Relationships 	Maintain spacing with teammates and determine the best possible throw to put an offensive player out or stop the player from advancing any further by throwing ahead of the runner.



Target-Type Games

Sport _____

Tactical Problem	Problem Description	Movement Concept	Tactical Solution
Focus on Aim and Accuracy	To deliver an object toward a target with the right amount of force to reach the intended target successfully.	 Qualities of effort Body awareness 	 The position of the body parts imparting the force to the object and the amount of effort made will determine the level of accuracy.
Protect Target	To place obstacles in the way to make it difficult for the opposition to hit the target.	 Relationships 	 Whether there are actual obstacles (e.g., curling rocks) or the obstacle is distance (e.g., archery), determine a way around the obstacle(s) using spin, trajectory, or force.

Module 9

Assignments



Assignment 9.1: Ethics in Sport

1 hour (10 marks)

Find an article related to any of the issues regarding ethics in sport. Note that different examples of ethical and unethical behaviours in sport have been outlined in Lesson 1, Module 9. Include a copy of your selected article with your assignment.

Respond to the following questions related to your article.

1. Clearly and accurately identify the ethical or unethical behaviour discussed in the selected article. (4 marks)

2. Describe how the ethical or unethical behaviour affected the people involved in the selected article. (4 marks)

Assignment 9.1: Ethics in Sport (continued)

3. What suggestions could you make to decrease or eliminate unethical practices? (2 marks)



Assignment 9.2: The Game Official

2 hours (20 marks)

For this assignment, you will observe a sporting event, either live or on television, and describe the officials' hand signals and related calls.

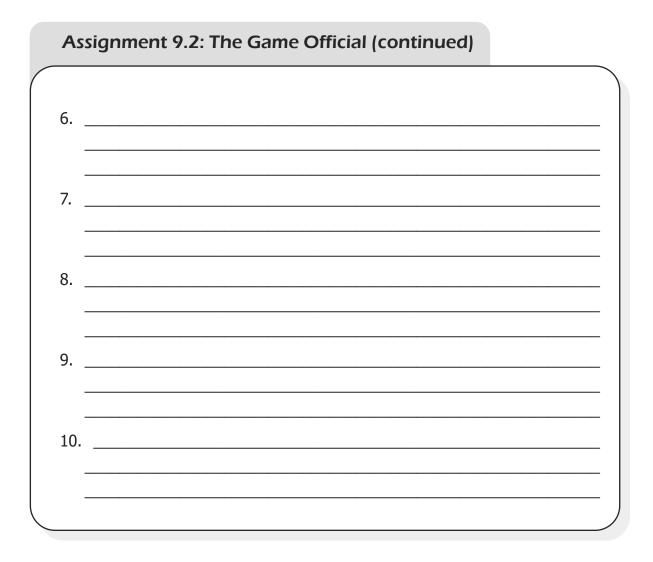
Officiating Duties (20 marks—2 marks per signal)

Observe a game in your local community, high school, or university, or watch a game on television.

Describe 10 of the hand signals and calls associated with each signal that the game official makes during a game. You will be given **2 marks** for each hand signal and related call that you list. To receive all 20 marks, make sure that each of the hand signals and calls on your list is clear.

Hand Signals and Related Calls

1.	
2.	
۷.	
2	
3.	
4.	
5.	





Assignment 9.3: Short Sport/Activity Report

1 hour (55 marks)

For this assignment, you will write a short report on a sport or physical activity of your choice, selected from the following physical activity categories:

- sports/games
- alternative pursuits

Choose one sport or physical activity that you are already doing as part of your daily life and have previously recorded in your Logs (Modules 3, 5, and 7).

To determine the category of your selected sport or physical activity, use the Activity Inventory found in Appendix A at the end of this course. If you have access to the Internet, you can also obtain an Excel version of the Activity Inventory in the learning management system (LMS).

Components of the Report

Include the following components in your report:

- 1. Prepare a **title page** (including illustrations) for your report. (5 marks)
- Identify at least five key rules of play or considerations for participation for the sport/physical activity. (5 marks— 1 mark per rule or consideration)

To generate the list of **rules of play** and **rules of etiquette** for your selected sport/physical activity, you may wish to use the Everyrule.com website at <u>www.everyrule.com/sports az list.html</u>.

- 3. Identify **at least five key rules of etiquette** for the sport/physical activity. (5 marks—1 mark per rule)
- 4. Describe **at least five important safety considerations** for the sport/physical activity. (5 marks—1 mark per safety consideration)
- 5. List **at least five specific skills** required to play/participate in the sport/physical activity. (5 marks—1 mark per skill)

Assignment 9.3: Short Sport/Activity Report (continued)

- 6. Choose A **or** B below:
 - A. Describe at least five key offensive strategies and five key defensive strategies of the sport/physical activity, and the tactical problems addressed (refer to the discussion of key tactical problems in Lesson 3, Module 9). (15 marks—1 mark per offensive strategy, 1 mark per defensive strategy, and 1 mark per tactical problem addressed)
 - B. Describe at least ten strategies of the sport/physical activity and five tactical problems addressed by some of these strategies. (15 marks—1 mark per strategy, and 1 mark per tactical problem addressed)
- 7. Prepare a **glossary** of **at least five terms** connected specifically with the sport/physical activity. (5 marks—1 mark per term)
- 8. Prepare a **bibliography** listing **at least five references** (e.g., website addresses, books, magazines) you used in your report. (5 marks—1 mark per reference)
- 9. Include your **record of participation in the sport/physical activity**, indicating the days/hours of participation, as recorded in your Logs (Modules 3, 5, and 7). (5 marks)

MODULE 9 SUMMARY

Congratulations! You have completed Module 7 of Grade 9 Physical Education/Health Education.



Filing Your Assignments

You will **not** submit your Module 9 assignments to the Distance Learning Unit at this time. You will keep them until you have completed Module 10. At that time, you will submit your Module 9 and Module 10 assignments 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.

Module 9 Review Questions

Use the following questions to help you assess what you learned in Module 9.

Lesson 1

- 1. How were you able to demonstrate an understanding of the rules for your sport or activity?
- 2. What rules of etiquette should you follow during your selected activities?
- 3. What terminology did you become familiar with through your participation in selected sports and games?
- 4. Were you able to determine the important safety rules and procedures for your activities that promote ethics in sport?
- 5. How were you able to demonstrate safe involvement in your selected activities?
- 6. Can you identify unethical issues found in sport?
- 7. Were you able to determine how these issues affect youth?
- 8. How do the media represent these issues?

Lesson 2

- 9. What were the important actions you performed as a minor official?
- 10. What were the important actions you performed as a game official?
- 11. What hand signals did you use during your officiating duties to communicate with players?

Lesson 3

- 12. What are the general movement concepts that lead to effective game play?
- 13. How are these concepts used to develop game strategies?
- 14. Are you able to describe basic strategies in the four game categories?
- 15. What terms did you learn that are used to describe game strategies for the selected sport?

Module 9

Learning Activity Answer Key

MODULE 9 LEARNING ACTIVITY ANSWER KEY

Lesson 1



Learning Activity 9.1: Questionable Conduct and Cheating in Sport

Since the answers in this learning activity can vary so much, no answer key is provided.

Lesson 3



Learning Activity 9.2: Identify Game Categories for Various Sports

The following chart lists various sports. Check your understanding of the four game/activity categories by placing a check mark (\checkmark) in the column that best describes each sport or game. Answers are provided below.

Sport	Territory/ Invasion	Net/Wall	Striking/ Fielding	Target
Badminton		1		
Baseball			1	
Basketball				1
Bocce				✓
Cricket			1	
Curling				~
Football	1			
Golf			1	
Ice Hockey		1		
Lacrosse		1		
Softball			1	
Tennis		1		
Volleyball		1		

Learning Activity 9.3: Key Tactical Problems

The following charts list key tactical problems found in each of the four game/sport/activity categories: territory/invasion, net/wall, striking/fielding, and target. Offensive and defensive strategies are created to overcome these tactical problems.

As you review the problems presented in the following charts, think about strategies that a player or a coach might use to solve the tactical problems. Suggest **one movement concept** and **one solution to the tactical problems** outlined in the charts for a game/sport of your choice that is appropriate for each category. Some **possible** answers are provided below.

Territory/Invasion-Type Games



Sport

Tactical Problem	Problem Description	Movement Concept	Tactical Solution
Maintain Possession	To maintain possession of the object (e.g., puck, ring, ball), as the team on offence.	 Relationships (to apparatus) 	 Keep the object close to own body.
Defend Goal	To defend the goal or goal line, as a team or as an individual, by stopping other players or stopping the object.	 Relationships 	 Defensive player keeps between the goal and the offensive player.
Avoid Defence	To use various locomotion skills (e.g., dodging) or retaining skills (e.g., dribbling) to avoid being caught by a defending player.	 Relationships Space awareness Qualities of effort 	 Move in a variety of directions with varying speed to avoid the defender. Change the pace and direction.
Create Space	To pull a defender away to create an open area for a teammate to move through or to pass an object into an open space.	 Space awareness Relationships 	 Create or move to an open space.
Defend Space	To work together as a team to cover areas on a court or on a field to make it difficult for the team on offence to get close to the defending team's goal.	Space awarenessRelationships	 Mirror or shadow the player to prevent a play from happening.
Attack Goal	To put pressure on the other team's goal, when in possession of the object, by shooting or passing the object at or toward the goal or goal line.	 Relationships 	 Avoid or evade the player so a shot can be made.
Set Plays	To use pre-designed movements as a team when an object is put back into play (e.g., corner kick in soccer, face-off in ice hockey).	 Relationships Space awareness 	 Follow plays or pathways that have been selected to avoid opposition or to succeed in keeping possession of the object.
Regain Possession	To use skills (legal means) to get an object or apparatus away from an opponent or to anticipate a pass in order to intercept it.	 Relationships Space awareness 	 Position yourself to "fake out" or deceive the opponent to make an interception.

Learning Activity 9.3: Key Tactical Problems (continued)



Net/Wall-Type Games		Sport	
Tactical Problem	Problem Description	Movement Concept	Tactical Solution
Maintain Consistency	To return the object over the net or to the wall continually so that it lands in play.	 Qualities of effort Relationships (with an object) 	 Different locations on the court require different amounts of force and direction to achieve a successful play over the net.
Set up for Attack	To place the object in vulnerable spots on the opponents' court (e.g., sides, front, back) so that they are out of position and space is created on their court to win the next shot.	 Relationships (with an object) Space awareness 	 Move to the best position to attack the opponents' court and be aware of the space created by the opposition in preparation to defend.
Take Ready Position	To position oneself or the team on the court in order to cover as much space as possible.	 Relationships (with an object) Space awareness 	 The location of the attack will require a defensive shift to be able to cover the greatest area.

Striking/Fielding-Type Games



Tactical Problem	Problem Description	Movement Concept	Tactical Solution
Hit Ball Accurately	To use proper striking mechanics (e.g., keep an eye on the ball, correct grip) to hit the ball into the field of play.	 Relationships Qualities of effort Body awareness 	 Time the swing in the correct plane relative to the location of the pitch over the plate.
Place Ball away from Fielders	To hit the ball over or around the fielding team into open or safe areas.	 Relationships Qualities of effort Space awareness 	 Positioning of the body after determining the best location to hit the ball will contribute to the success.
Cover Space	To work together with the fielding team to cover as much space as possible.	 Relationships Space awareness 	Maintain spacing with teammates and adjust the location of the defending players based on the tendency of the batter to hit to a particular location.
Score Runs	To use tactical solutions such as advancing runners so that they are closer to the scoring area or hitting the ball away from the fielding team.	RelationshipsSpace awareness	 Advancing a runner may require a bunt versus a maximal swing based on the location of the defending team and the score in the game at the time.
Avoid Getting Out	To use tactical solutions such as quickly running to a safe area (e.g., base) before the fielding team is able to throw to the safe area or tag the runner.	 Qualities of effort Body awareness Space awareness 	 Adjust speed of running and reposition the body if necessary to avoid being tagged by a defender (sliding).
Stop Scoring Runs	To work together as a defending team to prevent scoring by the offence. Examples include covering as much area as possible and throwing the ball to a teammate who is able to prevent the runner from scoring.	 Relationships 	Maintain spacing with teammates and determine the best possible throw to put an offensive player out or stop the player from advancing any further by throwing ahead of the runner.

Learning Activity 9.3: Key Tactical Problems (continued)



Target-Type Games

Sport _____

Tactical Problem	Problem Description	Movement Concept	Tactical Solution
Focus on Aim and Accuracy	To deliver an object toward a target with the right amount of force to reach the intended target successfully.	 Qualities of effort Body awareness 	 The position of the body parts imparting the force to the object and the amount of effort made will determine the level of accuracy.
Protect Target	To place obstacles in the way to make it difficult for the opposition to hit the target.	 Relationships 	 Whether there are actual obstacles (e.g., curling rocks) or the obstacle is distance (e.g., archery), determine a way around the obstacle(s) using spin, trajectory, or force.

Module 10

Human Sexuality

This module contains the following:

- Introduction
- Lesson 1: Healthy Relationships
- Lesson 2: Healthy Pregnancy
- Lesson 3: Health Issues in Sexual Relationships
- Lesson 4A: Healthy Decision Making
- Lesson 4B: Healthy Decision Making (Alternate Lesson)

Module 10 Summary

MODULE 10: Human Sexuality

Introduction

Module 8 addressed the abusive situations that may have harmful effects on the physical, social, emotional, and/or sexual health of the individuals involved. It is now time to finish this course on the positive side by learning about healthy decision making related to sexual reproductive health and developing healthy relationships.

Each lesson in Module 10 provides helpful and relevant information from a medical and safety perspective. Deciding to be sexually active is a personal decision, and it is important for people to understand the facts and risks before making that decision. It is also very important to understand other influences, such as spirituality and family values.

Throughout Module 10, you will read terms such as **sexual activity** and **abstinence** and you will gain a greater understanding of what the terms mean.

- Sexual activity means any sexual contact that may lead to pregnancy or to contracting sexually transmitted infections (STIs), the human immunodeficiency virus (HIV), and/or acquired immune deficiency syndrome (AIDS).
- Abstinence means refraining from any sexual activity that will cause pregnancy, STIs, and/or HIV/AIDS. Basically, abstinence is the only 100 per cent effective method of avoiding becoming pregnant or contracting an STI or HIV/AIDS. Practising safer sex (e.g., use of contraceptive methods such as condoms) can reduce the risk of contracting STIs or HIV/AIDS or becoming pregnant, but you are still at risk.

It is vital that you understand the importance of taking care of your sexual health and preventing pregnancy until you are ready to raise a family. Having a baby is a big responsibility, especially for teenage mothers or fathers, and there are many things that can have a negative effect on the fetal development of a child.



In Module 10 you will complete either Lesson 4A or 4B. Lesson 4B is the alternate lesson. If you are under 18 years of age, you will complete Lesson 4B only if your parent or guardian has signed the Alternate Lesson Consent Form, found at the bottom of the Cover Sheet for Modules 7 and 8. If your parent or guardian has not signed that form, you will complete Lesson 4A.

If you have any concerns or questions as you go through this module, please talk to your parents or guardians, your tutor/marker, or an adult you know and trust.

Assessment

You will be assessed on your completion of the Module 10 assignments found at the end of this module. At the end of the course, you will write a final examination.

When you complete Module 10, you will submit your Module 9 assignments and your Module 10 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 10.1	Relationships
2	No Assignment	
3	No Assignment	
4A	No Assignment	
4B	No Assignment	

Writing Your Final Examination



You will write the final examination when you have completed Module 10 of this course. The final examination is based on Modules 1 to 10, and is worth 20 percent of your final mark in the course. To do well on the final examination, you should review all the work you complete in Modules 1 to 10, including all the learning activities and assignments. You will write the final examination under supervision.

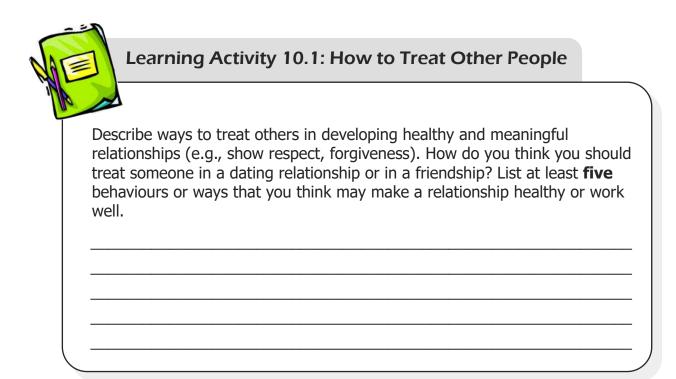
LESSON 1: HEALTHY RELATIONSHIPS

Yo	ou will show an understanding of
	the behaviours for building healthy relationships
Yo	ou will be able to
	list the qualities of a healthy relationship
	list social factors affecting human sexuality
	identify examples of influences on sexuality, as portrayed in the media
	identify sources of support
	apply a decision-making process that supports healthy relationships

Introduction

You can have a healthy relationship with anyone in your life, including members of your family, your friends, and the person you are dating. It takes time and energy to make relationships healthy. The relationships you make now will be a special part of your life and will teach you some of the most important lessons about who you are and who you want to grow up to be. Healthy relationships are enjoyable, and they help make you and the other person feel good about yourselves.

Throughout your life, you will have friends for whom you will feel no physical or sexual attraction. You will enjoy their company, have common interests, support each other, and play or do things together, but you will not want to be sexually involved with them. Other people, however, may make you feel differently. You may be sexually attracted or excited when a specific person is around you. You will think about this person often. You will want to spend time with this person. You will not only want to be this person's friend, but you will also want to sit close to, hold hands with, and be affectionate with this person. If this is the case, you will have to decide what sexual activity is appropriate as your relationship becomes more intimate. This lesson emphasizes the behaviours that promote healthy relationships between friends, whether sexual or non-sexual. Earlier in this course you spent time thinking about your values and morals. It is time again to think about these. As you are building relationships, you will need to think about your values and limits while making decisions related to different situations in which you may find yourself.



If you thought of qualities such as mutual respect and honesty, you are on the right track. Healthy relationships should make you feel happy and secure and help you feel good about yourself.

When Is a Relationship Healthy?

Have you ever wondered how you would know whether a relationship with someone was healthy or unhealthy? Considering the following points may help.

In Healthy Relationships	In Unhealthy Relationships
 you feel good about yourself when you	 you may feel sad, angry, scared, or
are around that person	worried
 you know there is an equal amount of give and take in the relationship 	 you may feel that you are usually giving more attention to the other person than you are receiving in return
 you feel safe around the other person	 you may feel unsafe and will not want
and feel you can trust him or her with	to share personal thoughts and
your personal thoughts and feelings	feelings with the other person

Learn more about relationships that work versus relationships that don't work by reading the following characteristics of healthy, constructive relationships and unhealthy, destructive relationships.

Relationships That Work*

Healthy, Constructive Elements in Relationships Mutual Respect

Mutual respect means

- respecting each other's decisions and choices
- revealing ourselves to each other and accepting one another for who we are

Mutual Trust

Mutual trust means

- avoiding lies, secrets, and manipulation
- ensuring that jealousy does not get out of control and that there is room for other friendships
- knowing that trust takes time to build
- having faith that both partners are acting in each other's best interests
- believing in the honesty and reliability of one's partner or friend

Mutual Support

Mutual support means

- comforting and understanding one another
- making sure we are there for one another in both good and bad times
- demonstrating behaviours that help one another develop positive self-esteem and self-worth

Flexibility

Flexibility means

 allowing for and expecting change within the relationship, including each other's roles and feelings for one another

Communication and Conflict Resolution

Communicating and resolving conflicts mean

- communicating thoughts and feelings in an open and honest manner
- being able to deal with situations as they arise and not allowing them to build up
- accepting that arguments and disagreements are normal in every relationship
- avoiding threat or use of physical power
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Relationships That Don't Work*

Unhealthy, Destructive Elements in Relationships

Non-Supportive Behaviour

Non-supportive behaviour may include

- finding fault with each other
- attempting to change one's partner, or having to change against one's beliefs
- allowing jealousy to become controlling (e.g., suspicion of possible rivals, fear of losing someone's affection)
- telling lies and keeping secrets
- being manipulative
- being afraid to express personal feelings because of possible negative consequences
- experiencing or causing feelings of inadequacy and diminished self-esteem within a relationship

Abusive Behaviour

Abusive behaviour may include

- verbal abuse—making put-downs or sarcastic remarks, giving insults, swearing, making threats
- emotional abuse—giving the silent treatment, ignoring, neglecting to keep promises, withholding attention, affection, or friendship
- physical abuse—slapping, hitting, punching, pushing, and so on (does not necessarily leave bodily injury)
- sexual abuse—making any unwanted sexual contact, ranging from kissing to intercourse; sexual behaviour occurring because of coercion, threats, trickery, or pressure

Controlling Behaviour

Controlling behaviour may include

- telling someone how to dress, what to say, or how to act
- insisting on knowing others' whereabouts and who they have been with
- dictating who someone can associate with
- making all the decisions
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Healthy Dating Relationships

There is no best age for teens to begin dating and/or to become involved in a sexual relationship. Every person will be ready for a dating relationship at a different time. Different families may have certain rules or beliefs about dating. When you decide to start a dating relationship, it should be because you care about someone, not because you feel that you must have a partner. A dating relationship is a special chance to get to know someone, share your thoughts and feelings with each other, and do activities together.

Healthy dating relationships should start with the same ingredients that other healthy relationships have, such as good communication, honesty, and respect. Dating relationships are a little different, however, because they may include showing physical affection, like holding hands, hugging, or kissing. Sometimes, when you are in a new relationship you may think you like someone, but when you get to know that person more, you realize you do not want to continue the relationship. If this is the case, it is important to be considerate of the other person's feelings and to communicate your thoughts and feelings in a respectful manner to make it easier for your partner to accept or understand the situation.

In a new relationship, you may at first be tempted to spend all your time with your partner. You may find, however, that a better balance involves making special time to spend together and taking time apart. In this way, you will be able to work on having a healthy relationship with the person you are dating, as well as with other people in your life, such as friends and family.

A dating relationship can be a fun and exciting part of your life. It may be a little confusing, especially if dating is new to you. Even when you know that the person you like also likes you, you may be unsure of what to do next. You can start by learning about what makes a dating relationship healthy. The most important thing to remember is to stay safe physically and emotionally, especially when you begin to date.

Safety Considerations in Starting a Healthy Dating Relationship

Here are some important things to keep in mind when starting a healthy dating relationship:

- Tell your parent(s)/guardian(s) and at least one friend when you plan to go out with someone, stating where you are going, who you will be with, and how you can be reached.
- ✓ Get to know someone before you go out with the person for the first time by talking on the phone or at school. If you are getting to know someone through chat lines over the Internet, remember to meet in a public place to get to know the person better.
- $\checkmark~$ Go out with a group of friends to a public place when you are spending time with someone new.
- ✓ Plan fun activities such as going to the movies, to the mall, on a picnic, for a walk, playing tennis, playing catch, and so on.
- Be clear with the other person about what activities you feel comfortable doing and what time your parent(s)/guardian(s) expect you to be home.

Social Influences on Healthy Relationships

Many social factors might influence what kind of relationships you will have. These factors include where you live, your interests, and your friends. Your parents/guardians, family, and religious and/or cultural values will play an important role in what decisions you make each day. You probably have heard of the term **peer pressure**. Sometimes we do something not because we want to but because our friends are doing it. We don't want to feel left out. Throughout your life, you need to be careful about your choice of friends and how you deal with peer pressure, especially if it relates to risky or inappropriate behaviour.

In today's society, media play a role in how we act, make decisions, or treat others. Various media influence our everyday decisions by bombarding us with messages, images, and advertisements that may support our values or conflict with them.



Assignment 10.1 is made up of two parts. In Part 1, you will describe a friendship that has not worked. In Part 2, you will analyze selected media (e.g., movies, television shows, magazine advertisements, books, popular songs, or community activities) to illustrate their potential influence on people's relationships. This assignment is found in the Assignments section at the end of this module. Please complete it now.

Summary

As you develop relationships with others, you will want them to be positive and healthy. Deciding on who your friends are going to be and what level of involvement you will have with them is sometimes a difficult thing to do. Social factors and influences, such as peer pressure, fads, fashion trends, and movies, will affect how you feel about yourself and your own sexuality and what you choose to do.

As you develop close relationships, you will continue to wonder: Does this person like me or not? Should we just be friends or should we get sexually involved? Deciding whether or not to be sexually active with someone is even more complicated since there are risks involved, such as pregnancy or contracting STIs or HIV/AIDS. More information on these topics will be provided in the following lessons.

As you continue to go through Module 10, you will need to consider the relevant health and medical information and skills required for making decisions related to developing close, healthy relationships. However, please be aware of all the other social factors that could affect your decision making, such as parents/families, friends, cultural/religious values, and the media. Developing close, healthy relationships may be the furthest thing from your mind right now, but the lessons in this module provide essential information that you will use for the rest of your life. If you have any concerns or questions as you go through the rest of this module, please talk to your parent(s)/guardian(s), your tutor/marker, or an adult you know and trust.

LESSON 2: HEALTHY PREGNANCY

Introduction

If people are sexually active, there is always the risk of pregnancy even with the use of contraception. People may not plan to become pregnant, but unfortunately, this may happen. It is important that teens be responsible and aware of what a healthy pregnancy involves.

Medical Care during Pregnancy

As soon as you suspect or know that you or your partner is pregnant, it is essential that you see a doctor. The doctor will do many things to help the mother and the fetus stay healthy throughout the pregnancy, such as the following:

- Perform blood tests, a urine test, and any other necessary tests (e.g., test for STIs, as some STIs can cause serious medical problems in newborns).
- Explain the types of physical and emotional changes that the mother can expect during pregnancy.
- Teach the mother how to recognize the signs of possible problems during pregnancy (complications). This is especially important for pregnant teens, who are at greater risk for certain complications, such as anemia, high blood pressure, miscarriage, and delivering a baby early (premature delivery).

 Advise the mother to make sure she is eating healthy foods every day as part of a balanced diet and avoid consumption of all harmful substances, including drugs, alcohol, and tobacco.

Ideally, the mother should see a doctor once each month for the first 28 to 30 weeks of the pregnancy, then every two to three weeks until 36 weeks have passed, and finally once a week until the baby is delivered. During these visits, the doctor will check the mother's weight, blood pressure, and urine, and will measure her abdomen to keep track of the growth of the fetus. Once the heartbeat of the fetus can be heard with a special device, the doctor will listen for it at each visit. The doctor will probably also send the mother for some other tests during the pregnancy, such as an ultrasound, to make sure that everything is fine with the fetus.

Refer to the diagram called Maternal and Fetal Circulation near the end of this lesson. This diagram will help you understand how circulation works between the mother and the fetus and how this circulation can be affected by drugs and alcohol.

Things to Avoid during Pregnancy

Smoking, drinking, and taking drugs during pregnancy put both the woman and the baby at risk for a number of serious problems. Doctors now think it's not safe to drink any amount of alcohol during pregnancy. Drinking can harm a developing fetus, putting a baby at risk for birth defects and mental problems. The risks of smoking during pregnancy include stillbirths (when a baby dies while inside the mother), low birth weight (which increases a baby's risk for health problems), premature birth (when a baby is born earlier than 37 weeks), and sudden infant death syndrome (SIDS). **SIDS** is the sudden, unexplained death of an infant who is younger than one year old. Using illegal drugs such as cocaine or controlled substances such as marijuana during pregnancy can cause miscarriage, premature birth, and other medical problems.

Consequences of Teenage Pregnancy

When making decisions about being sexually active, both the adolescent female and male must consider the risk of pregnancy. The concerns or consequences of pregnancy may be different for teenage parents than for adults. The teenage mother and teenage father might also have different feelings and responsibilities. Teenage parents may have to drop out of school, which could limit their access to the careers they really want. They may feel compelled to marry. They may have limited financial resources. The teenage mother may suffer pregnancy complications, such as poor diet and inadequate and late prenatal care. She may encounter emotional stress or medical risks (e.g., postpartum hemorrhage, hypertension, pelvic inflammatory disease, toxemia, anemia, premature labour, lack of pelvic capacity, prolonged labour, placenta problems).

There are also consequences for children born to teenage parents. The home environment and the treatment children receive affect the children's physical and social-emotional well-being. Many children born to teenage mothers may suffer from lower birth weight and face other health risks.

What do you think teenage parents may feel or consider? Can you think of any other consequences for the children born to teenage parents? You will consider these questions in the next learning activity.



Learning Activity 10.2: Consequences of Teenage Pregnancy for Parents and Children

Take some time to think of the possible consequences of teenage pregnancy for both the parents and their children.

- 1. List at least **two** consequences of pregnancy for teenage **fathers**.
- 2. List at least three consequences of pregnancy for teenage mothers.

3. List at least **two** consequences for **children** born to teenage parents.

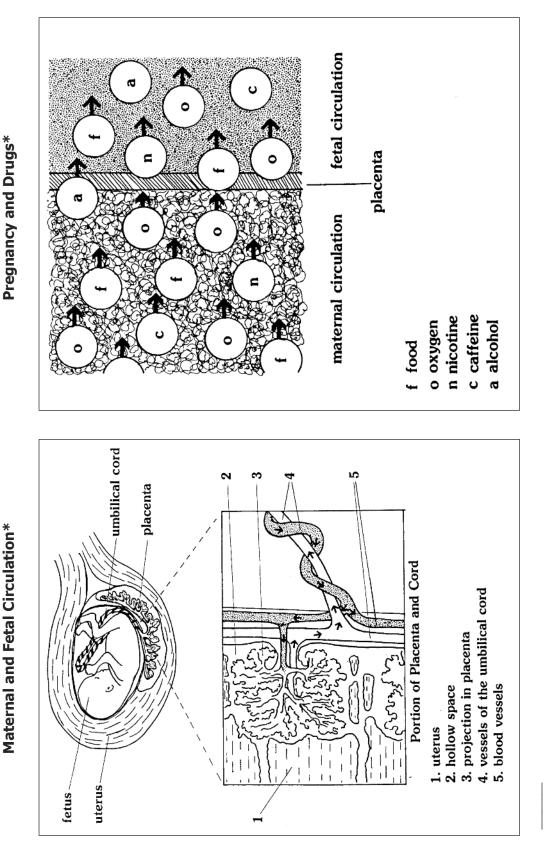
Once you have answered these questions, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.

Responsible Behaviour during Pregnancy

In the next learning activity, you will answer some questions about responsible behaviours that contribute to a healthy pregnancy. Before you do Learning Activity 10.3, please read the following diagrams and information sheets:

- Maternal and Fetal Circulation
- Pregnancy and Drugs
- Personal Care During Pregnancy
- Pregnancy and Alcohol/Drugs

These resources are found on the next few pages.



Source: Manitoba Education and Training. Family Life Education, Grade 9. Winnipeg, MB: Manitoba Education and Training, 1990. *

Personal Care during Pregnancy*

Appropriate nutrition, exercise, rest, and medical care are vital to the health of the pregnant female and developing embryo/fetus.

Nutrition during Pregnancy

- Follow the nutrition suggestions for pregnancy in *Eating Well with Canada's Food Guide* (Health Canada).
- Eat from all food groups: grain products, vegetables and fruit, milk products, and meat and alternatives.
- Increase intake of calories.
- Keep in mind that calcium and iron are particularly important.
- Consume empty calorie foods only occasionally (e.g., candy, chips, soft drinks).
- Try eating dry toast or crackers in bed before getting up to help with morning sickness.
- Consider eating several small meals throughout the day to help with nausea.
- Avoid spicy and fried foods that may lead to heartburn.
- Avoid or reduce constipation by drinking extra fluids and eating fruits and grains.
- Note that 10 to 13 kilograms is a healthy weight gain for a pregnant female.

Exercise/Rest during Pregnancy

- Do moderate exercise to improve circulation.
- Remember to eat lightly before exercise (so that blood sugar does not plunge) and remain well hydrated.
- Choose from the many community or at-home exercise programs available for pregnant women.
- Check with a doctor before beginning an exercise program.
- Get adequate rest, particularly in the first trimester (three months).
- Keep in mind that the amount of growth and development taking place demands extra sleep and frequent naps.

Medical Care during Pregnancy

- See a doctor as soon as possible after pregnancy is suspected.
- Obtain prenatal care.
- Have weight, blood pressure, and fetal heart rate checked regularly during pregnancy.
- Obtain the medical tests necessary to ensure the health of the pregnant female and fetus.

Illnesses during Pregnancy

- Avoid contact with rubella (German measles), as it can cause serious complications for the fetus.
- Avoid STIs (e.g., HIV/AIDS, syphilis, herpes, chlamydia), which can result in medical complications for the fetus.

^{*} **Source:** The Winnipeg School Division. *Secondary Family Life Education*. Winnipeg, MB: The Winnipeg School Division, 2003. Adapted by permission.

Pregnancy and Alcohol/Drugs*

A drug is a substance other than food that changes the way the body functions. Drugs act on different body cells in different ways. They may disturb the body's balance and harmony by affecting key organs such as the brain, heart, lungs, liver, and kidneys.

During pregnancy, small molecules of some common yet harmful drugs such as alcohol, tobacco, and caffeine readily cross the maternal side of the placenta and enter the fetal circulation. In addition, over-the-counter drugs such as Aspirin, prescription drugs such as birth-control pills, and [. . .] drugs such as marijuana may be hazardous to the health of the fetus. No drug or medication is advised during pregnancy without a doctor's approval.

Pregnancy and Alcohol

Ethyl alcohol or beverage alcohol is made from sugars found in grapes or in grains such as rye. Short-term effects of alcohol include drowsiness, dizziness, flushing, and euphoria. Larger doses cause confusion, slurred speech, double vision, and stupor leading to death. Long-term effects include damage to the liver, heart, stomach, and brain. A female who drinks alcohol when pregnant risks damaging the developing fetus.

Alcohol easily crosses the placenta into the fetus. The fetal liver detoxifies alcohol at half the rate of the mother's liver. Prenatal exposure to alcohol has the potential to cause physical, mental, and behavioural problems. There is no safe level of alcohol for a pregnant female.

Terminology for Children Who Are Alcohol-Affected

Medical practitioners use a variety of terms to describe the spectrum of children who are affected by prenatal exposure to alcohol. The following definitions are now in use:

- Fetal alcohol syndrome (FAS): Fetal alcohol syndrome is a birth defect caused by prenatal exposure to alcohol. The diagnosis is made by a medical practitioner when there is known, significant prenatal exposure to alcohol and the child exhibits three main characteristics:
 - evidence of growth retardation
 - evidence of central nervous system damage
 - evidence of facial abnormalities
- Partial fetal alcohol syndrome (pFAS): A child with pFAS exhibits some, but not all, of the physical signs of FAS, and also shows learning and behavioural issues which imply central nervous system damage.
- Alcohol-related neurodevelopmental disorders (ARND): A child with ARND exhibits central nervous system damage resulting from a confirmed history of prenatal alcohol exposure. This may be demonstrated as learning difficulties, poor impulse control, poor social skills, and problems with memory, attention, and judgment.
- Alcohol-related birth defects (ARBD): A child with ARBD displays specific physical anomalies resulting from confirmed prenatal alcohol exposure. These may include heart, skeletal, vision, hearing, and fine/gross motor problems.
- * **Source:** Manitoba Education, Training and Youth. *Towards Inclusion: Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected*. Winnipeg, MB: Manitoba Education, Training and Youth, 2001. 1.4.

Today's Terminology

The term fetal alcohol effects (FAE) was used to describe a form of fetal alcohol syndrome with some, but not all, of the characteristics. Since 1996, it has been replaced with three new terms: partial fetal alcohol syndrome, alcohol-related neurodevelopmental disorders, and alcohol-related birth defects.

Summary

You have just learned about responsible behaviours that support a healthy pregnancy. Both males and females need to know this information to make responsible decisions about whether or not to be sexually active.

LESSON 3: HEALTH ISSUES IN SEXUAL RELATIONSHIPS

Le	sson Focus
Yo	ou will show an understanding of
	risky behaviours related to sexuality
Yo	ou will be able to
	complete an STI/HIV/AIDS knowledge test
	identify causes, systems, and effects on the body of common STIs, as well as treatments for common STIs

Introduction

This lesson contains information that you need to have in order to stay healthy. Specifically, this lesson deals with health issues associated with human sexuality, including sexually transmitted infections (STIs), which were previously referred to as sexually transmitted diseases. Many bacterial and viral infections are spread mainly, but not exclusively, through sexual intimacy.



Learning Activity 10.3: STI Quiz

This learning activity will help you find out how much you understand about STIs. You may already know many of the answers, since some of them involve common sense and others are pretty general. Don't worry if you haven't learned everything yet. Just do your best in responding to the questions on the following STI Quiz, and then compare your responses to those provided in the Learning Activity Answer Key at the end of this module.

Learning Activity 10.3: STI Quiz (continued)

STI Quiz*

True or False?

- 1. A person can have a sexually transmitted infection (STI) and not know it.
- 2. It is normal for females to have some vaginal discharge.
- 3. Once you have had an STI and have been treated, you can't get it again.
- 4. HIV is mainly present in semen, blood, vaginal secretions, and breast milk.
- 5. Chlamydia and gonorrhea can cause pelvic inflammatory disease.
- 6. A pregnant female who has an STI can pass the disease to her fetus or newborn.
- 7. Most STIs go away without treatment, if people wait long enough.
- 8. STIs that are not treated can cause infertility.
- 9. Birth control pills offer excellent protection from STIs.
- 10. Condoms can help prevent the spread of STIs.
- 11. If you know your partner, you can't get an STI.
- 12. Chlamydia is the most common STI.
- 13. Sexually active individuals should get an annual STI-detection test from their doctor.

Short Answer

14. What advice would you give someone who thought he or she might have an STI?

15. How can you avoid contracting an STI?

* **Source:** Canadian Federation for Sexual Health. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. 2nd ed. Ottawa, ON: Canadian Federation for Sexual Health, 2006. 353–354. Adapted by permission.

Sexually Transmitted Infections

Sexually transmitted infections (STIs) are spread through contact with infected body fluids, such as blood, vaginal fluids, or semen. You may be exposed to infected body fluids and skin through vaginal, anal, or oral sex if you don't use a latex condom or other form of barrier correctly. Anal sex is very risky because it usually causes bleeding, thereby making it easier for the virus to enter the bloodstream. Most STIs are spread only through direct sexual contact with an infected person. Pubic lice and scabies can, however, be spread through close personal contact with an infected person, or infested clothes, sheets, or towels.

What Are HIV and AIDS?

HIV and AIDS are very closely linked.

- HIV stands for human immunodeficiency virus. It attacks the immune system, the part of the body that defends against diseases. HIV is the name of the virus that causes AIDS. A person may not feel sick or look sick for many years after HIV gets into the body. In fact, there is an average of 11 years between the time a person acquires HIV and develops AIDS. So, if HIV enters the body of a 14-year-old, this person will probably not feel sick until the age of 25. If left untreated, the immune system will not be able to protect the body from diseases such as cancers or infections that can kill. This is called AIDS.
- AIDS stands for acquired immune deficiency syndrome. AIDS is the most advanced stage of the disease caused by HIV. This is what the different words mean:
 - **Acquired** means that a disease is not hereditary.
 - **Immune** refers to the body's defence against disease.
 - Deficiency means that HIV destroys or severely weakens the immune system.
 - **Syndrome** refers to a group of medical symptoms.

Anyone who is sexually active can get STIs or HIV/AIDS. Males and females of all ages, religions, ethnic backgrounds, and economic levels can get them by engaging in either homosexual or heterosexual behaviour. In fact, HIV is transmitted by vaginal intercourse in approximately two-thirds of the cases throughout the world.

How You Can Get HIV/AIDS

To be infected with HIV, **the virus has to enter your bloodstream**. It can enter your bloodstream through another person's semen, vaginal fluid, or blood. It can also enter your bloodstream from an infected needle or other device.

Infection through Risky Behaviours

The behaviours listed below are called **risky** behaviours because they increase the risk of having an STI or HIV enter the bloodstream.

You can get HIV from someone who has the virus if you

- have vaginal or anal sex with this person and do not use a condom
- have oral sex and do not use a condom or a dental dam (a piece of latex used to cover the vagina or anus)
- share a needle to inject drugs such as steroids or cocaine
- share sex toys
- share a razor or toothbrush or anything else that could carry HIV into your body

You can also get HIV, hepatitis B, and other STI-causing organisms if you use an infected needle to

- get a tattoo
- get a body piercing
- have acupuncture

Infection through Blood Transfusions

It is possible to acquire an STI or HIV without being sexually active. Some Canadians in the 1980s became infected with HIV because they received infected blood during a transfusion. This risk is not as much of a concern today because, since 1985, all blood and blood products in Canada are being tested for HIV. This is not the case throughout the world, however. In some countries, HIV is transmitted through blood transfusions, since blood and blood products are not always screened for HIV, and unsterilized needles or instruments may be used. Infection during Pregnancy or at Birth

Some mothers who are infected with HIV pass the virus to the fetus or newborn during pregnancy or at birth. HIV can move from the blood or secretions of the infected mother to the blood of the child

- during pregnancy
- at birth
- by breast-feeding

How You Can Not Get HIV

At present, there is no evidence that you can get HIV from

- casual contact
- hugging
- kissing
- holding hands
- shaking hands
- getting a massage
- toilet seats
- animal or mosquito bites
- drinking from a public drinking fountain
- swimming in a public pool
- using a public telephone

Other Facts about STIs/HIV/AIDS

Here are some other facts about STIs/HIV/AIDS that you need to know, including information about prevention, symptoms, testing, and treatment.

Prevention

- Methods for preventing the transmission of HIV usually assist in the prevention of other STIs as well.
- Sexual abstinence is the most effective way of avoiding sexual transmission of HIV and other STIs. Abstinence means not having vaginal, anal, or oral sex.
- The more sexual partners you have, the greater the chances are that you will be exposed to someone who is infected with an STI or HIV.

With the exception of HIV and hepatitis B, a person can catch the same STI more than once in his or her life. Therefore, STI-preventive behaviours should always be practised.

Symptoms

- Anyone who is infected with an STI or HIV, whether or not any symptoms are present, can transmit the infection or virus to others.
- Some people think that people infected with an STI like HIV have a certain appearance that they are ugly, skinny, and full of sores. This isn't true. Since people can have any STI, including HIV, for many years before developing any symptoms, those infected with HIV can look attractive and healthy. This is really dangerous. Since the infected people feel healthy, they may not be aware that they are infected and might pass the STI to other people.

Testing

- If you have engaged in risky behaviour, it is your responsibility to have regular STI checkups even if you do not have STI symptoms. If you don't do this, you may infect other people without knowing it.
- A person who suspects that she or he may be infected with an STI or HIV/AIDS and who has been participating in activities associated with STI transmission should stop engaging in such activities immediately. Even if no symptoms are present, he or she should go to a doctor or an STI clinic immediately for an STI checkup.

Treatment

- The HIV antibody test is available to anyone free of charge through doctors, the public health department, or an STI clinic.
- At the present time, there is no cure for AIDS. Researchers are currently looking for a cure for AIDS as well as a vaccine for HIV. Medication does prolong the lives of those with AIDS.

Learning Activity 10.4: HIV/AIDS and Other STIs

Part 1: HIV/AIDS

To help you answer the questions for this learning activity, you can find information

- in Lesson 3, Module 10, of this course
- at your school library, local public library, or community resource centre
- in the learning management system (LMS) (This information was developed by the Sexuality Education Resource Centre [SERC] Manitoba.)

If you do not have access to the Internet, contact your tutor/marker.

Read each of the following 23 statements about HIV/AIDS.

- Identify each statement as True (T) or False (F).
- **Explain** your response in one or two sentences.

History of HIV/AIDS

1. HIV is caused by AIDS.

T F
2. AIDS damages the body's immune system.
T F
3. There is a cure for AIDS.
T F
 Teenagers infected with HIV when they are 14 years old may not show any AIDS symptoms until their mid-20s.
T F

	earning Activity 10.4: HIV/AIDS and Other STIs (continued)
_	
Ir	ansmission
5.	Worldwide, the most common way in which HIV is transmitted is through vaginal intercourse.
	T F
6.	Sharing needles for injecting drugs can pass infected blood from one person to another.
	T F
7.	HIV can be spread by casual contact such as hugging, kissing, or holding hands.
	T F
8.	In Canada, it is very unlikely that someone will become infected with HI by having a blood transfusion.
_	
9.	A mother with HIV can pass it to the fetus during pregnancy. T F
10	. HIV can be transmitted through insect and animal bites.
	T F
11	
11	A person can pass on a sexually transmitted infection (STI) even though

Lear	ning Activity 10.4: HIV/AIDS and Other STIs (continued)
Preve	ntion
12. Lat	ex condom use is the most effective way to avoid HIV.
Т	F
	e more sexual partners a person has, the greater the chances are that partner will be infected with HIV.
Т	F
	thods for avoiding HIV usually do not help avoid other STIs.
Т	F
15.Sh	aring needles for ear-piercing or tattooing is safe.
Т	F
Symp	toms
16.Wł	en someone is infected with HIV, there may be no obvious symptoms
Т	F
	yone infected with HIV (whether or not symptoms are present) can nsmit the infection to others.
T	F
18.A p	person can have HIV for years without developing AIDS.
Т	F

Lea	rning Activity 10.4: HIV/AIDS and Other STIs (continued)
19.A	person who has had an STI cannot catch it again.
	T F
20.Y	ou can tell when a person has an STI.
	T F
Test	ing
	ersons having sex with different partners should have regular STI heckups even if they do not have STI symptoms.
	T F
Help	Sources
	he HIV antibody test is available only to persons who have engaged in igh-risk behaviour.
	T F
	person who suspects that he or she has an STI should stop having se nd go to a doctor immediately for an STI checkup.
ŀ	T F
L	

Learning Activity 10.4: HIV/AIDS and Other STIs (continued)

Part 2: Other STIs

To complete this part of the learning activity, you can find information

- in Lesson 3, Module 10, of this course
- at your school library, local public library, or community resource centre
- in the learning management system (LMS) (This information was developed by the Sexuality Education Resource Centre [SERC] Manitoba.)
- on the Public Health Agency of Canada website at <u>www.phac-aspc.gc.ca/publicat/std-mts/</u>

If you do not have access to the Internet, contact your tutor/marker.

For this part of the learning activity, you will do the following:

- Find information about **two** of the common STIs listed below.
- Use your information on the two STIs to fill in the applicable rows of the STI Chart on the following pages.

Here is a list of seven common STIs:

- 1. Chlamydia (example provided)
- 2. Gonorrhea
- 3. Hepatitis B
- 4. Herpes
- 5. Human papilloma virus (HPV)
- 6. Pubic lice
- 7. Syphilis

Once you have answered the questions and completed the chart for this learning activity, compare your responses to those provided in the Learning Activity Answer Key at the end of this module.

Learning Activity 10.4: HIV/AIDS and Other STIs (continued)

STI Chart								
Name of STI	Viral, Bacterial, or Parasitic	Symptoms	Effects on Body	Treatment				
Chlamydia (example provided)	Bacteria	 Female: may not show symptoms increased vaginal discharge abnormal vaginal bleeding pain/bleeding during/after intercourse pain when passing urine pain in lower abdomen Male: may not show symptoms watery/cloudy discharge from penis increased frequency/pain in passing urine tingling/itching inside penis pain in testicles 	 Female: pelvic inflammatory disease infertility babies born to infected female could have severe eye, ear, or lung infections Male: infertility due to infected testicles/prostate 	antibiotics				
Gonorrhea								
Also called the "clap" a "dose" a "drip"								
Hepatitis B								

Learning Activity 10.4: HIV/AIDS and Other STIs (continued)

STI Chart								
Name of STI	Viral, Bacterial, or Parasitic	Symptoms	Effects on Body	Treatment				
Herpes								
Human papilloma virus (HPV)								
 Also called genital warts venereal warts condyloma 								
Pubic lice								
Syphilis Also called • "bad blood" • the "pox"								

Summary

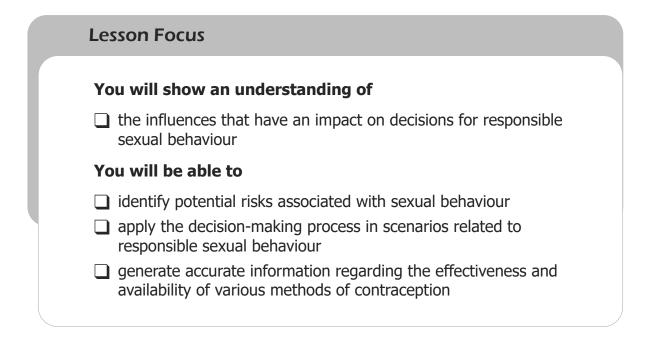
Now that you have completed this lesson, take a moment to identify some community resources that could help you with any concerns regarding STIs or HIV/AIDS. You will need to include these resources in an assignment in the next lesson, which deals with healthy decision making. By learning more about STIs and HIV/AIDS, you will gain a better understanding of the risks associated with sexual activity and the importance of always taking care of your sexual health.

LESSON 4A: HEALTHY DECISION MAKING



If you are 18 years of age or older, you may choose to complete either Lesson 4A or Lesson 4B. If you are younger than 18, you will complete Lesson 4A unless your parent or guardian has signed the Alternate Lesson Consent Form stating that you will complete Lesson 4B. **If you complete Lesson 4A, you will not need to complete Lesson 4B.**

Lesson 4A focuses on healthy decision making that promotes abstinence but it includes information about contraception. Lesson 4B focuses on healthy decision making that promotes abstinence only.



Introduction

Before you start this lesson, please take a moment to review the diagrams and terms in the Resources section found at the back of this module. This review will include the different parts of the female and male anatomy, which you learned about in Grade 7 Science and in Grade 9 Science. If you do not understand the biological terms that are used in this lesson, please refer to the diagrams and definitions. Both the male and female reproductive systems are complicated systems uniquely designed for reproduction and sexual pleasure. The union of the sperm and egg through sexual intercourse is an amazing biological phenomenon that creates life. The human body is also designed so that being sexually involved with someone brings pleasure and arouses special feelings.

Deciding to be sexually active requires some serious thought to ensure that we do not put ourselves and others at risk physiologically or psychologically. In close relationships, we need to be respectful of our own and others' desires and decisions. We need to determine and communicate our limits. It is always OK to say "No" to sexual contact for any reason whatsoever.

Responsible sexual decision making is very important for people of all ages. Everyone needs to understand the risks and potential health issues. In previous lessons, you learned about the risks of pregnancy, STIs, and HIV/AIDS. You should also have learned that abstinence is the only 100 percent effective method of avoiding pregnancy. Practising safer sex (e.g., using contraceptive methods such as condoms) can reduce the risk of contracting any STIs or HIV/AIDS or becoming pregnant, but you are still at risk. While contraceptive methods may help prevent pregnancy, they do not prevent transmission of STIs and HIV/AIDS.

Not all sexual contact will lead to pregnancy, but it may lead to becoming infected with an STI. For example, sexual contact through any means — oral (mouth to penis, mouth to vagina, mouth to anus), anal (penis to anus), or vaginal (penis to vagina) — could cause an STI that may be treatable (not curable), but you would have it for the rest of your life.

Sexual Decision Making

Before you become sexually active with someone, you need to make many decisions and consider many factors, such as

- whether or not this is the right person to be sexually active with
- whether or not this is the right time in your life to start being sexually active
- how you would feel if the relationship with this person would break up

If you do decide to be sexually active, you definitely need to think about how to prevent pregnancy and how to protect yourself from getting an STI or HIV/AIDS. Before having a sexual relationship, you should talk to your parent(s) or guardian(s), a trusted adult, or a healthcare provider. It is a good idea to discuss all your choices and all the concerns and worries you may have so that you can make healthy decisions.

	escribe some feelings involved in sexually active relationships by answerir e following questions in a short paragraph or in point form.
1.	What are some of the emotional consequences of becoming sexually active?
2.	How might someone feel if the relationship with his or her sexual partner comes to an end?

Factors That Influence Sexual Decision Making

As a dating relationship develops, there is generally an increase in sexual activity and exploration. The decisions that you make with your partner may be influenced by many different social factors. It's time to look at specific reasons why you may or may not choose to abstain from sexual activity that could lead to pregnancy, STIs, or HIV/AIDS.



Using the following chart, identify some reasons why young people may choose to postpone sexual activity and reasons why young people may choose to be sexually active. Check your answers with those provided in the Learning Activity Answer Key at the end of this module. Remember, there is no right or wrong answer, just possible influences.

Reasons Why Young People May Choose to Be Sexually Active

Many Reasons to Wait

There are lots of good reasons to delay becoming sexually active. You have listed some of them in the previous learning activity. Here are a few more advantages of abstinence:

- It is 100 percent effective in preventing pregnancy.
- It allows people to explore other ways to express affection (e.g., talking, kissing, hugging, touching).
- It can help make a relationship stronger if the individuals take more time getting to know each other.
- It reduces the risk of getting or passing on STIs/HIV/AIDS.

Questions Related to Sexual Activity

When you decide whether or not to be sexually active, you should ask yourself some questions, such as the following. Think about why each of the questions is important to consider in making a healthy decision.

Should I Wait to Have Sex?

- 1. Do I want to have a child and become a father or mother at this point in my life?
- 2. If not, what do I want to do about birth control?
- 3. Can I afford my choice/decision?
- 4. What could be the consequences of my choice of birth control method(s)?
- 5. Where can I get the birth control product(s) I have chosen?
- 6. If pregnancy results, what will I do?
- 7. How will this affect my reputation?
- 8. Considering my family's morals/beliefs, how would they react to my being sexually active at this point in my life?
- 9. What if I contract an STI?
- 10. What if I contract HIV/AIDS?
- 11. Is this love?
- 12. Will my boyfriend/girlfriend stick by me?
- 13. Are there other ways to express my affection?
- 14. Am I ready?
- 15. Should I wait to have sex?
- 16. Whom could I talk to?

Birth Control Methods

There are many different types of birth control (contraceptive) methods. They vary in how effective they are at preventing pregnancy, how much they cost, how easy they are to use, and whether or not they also protect against STIs or HIV/AIDS. If you are having a sexual relationship, it is good to know all about the different types of female **and** male contraception available.

If you are sexually active, there is always a risk of pregnancy and the risk of contracting STIs or HIV/AIDS. Practising "safer sex" with only one partner (who is uninfected and has no other sexual partners) and using contraception lowers the risks. "Safer sex" refers to the use of contraceptive methods to reduce the risk of pregnancy, STIs, or HIV/AIDS.

When choosing a birth control method it is important to consider the following questions:

- What is the frequency of my sexual activity?
- Will I have trouble remembering to use the contraceptive?
- Will I have trouble wanting to use it?
- Can I talk to my partner about it?
- Does it protect against STIs and/or HIV/AIDS?
- How convenient is it for me to obtain the birth control product(s)?
- Will I be able to afford this choice of birth control?
- What are the side effects or other symptoms of using the contraceptive method?

When visiting your doctor to discuss contraceptive options, make sure that you get

- information about all types of birth control
- help in making the right choice for you
- instructions on how to use the birth control method chosen

Contraceptive Methods and Considerations			
Contraceptive Method/Product	Definition (Use/Application)	Considerations For	Considerations Against
Abstinence	 conscious decision to refrain from vaginal, anal, and oral sexual intercourse; voluntarily not engaging in sexual activity that may result in the exchange of body fluids 	 prevents pregnancy eliminates risk of sexually transmitted infections (STIs) if body fluids are not exchanged 	
Cervical cap	 small latex cup that fits over the cervix to prevent sperm from reaching the ovum 	 can be inserted just before intercourse 	 can move/shift position during intercourse requires prescription and instruction from physician for proper fit
Condom	 female condom: soft, thin, polyurethane (plastic) sheath with a flexible ring at each end inner ring at closed end inserts condom into vagina and helps keep it in place outer ring remains outside the vagina, protecting the labia (lip) area male condom: thin latex or polyurethane sheath fitting over penis 	 can provide protection against STIs if used properly (for male, condom must be made of latex) is easily accessible 	 may cause irritation to genitals if latex allergies are present
Depo-Provera	 long-acting, synthetic progesterone injection given every 84 days to stop ovaries from releasing an egg each month 	 may decrease cramping and menstrual bleeding reduces incidence of endometrial and ovarian cancer and pelvic inflammatory disease 	 does not affect fertility but may take up to two years for normal ovulation to return may decrease bone mineral density (calcium) may cause side effects such as bleeding and weight gain
Diaphragm	thin flexible latex disk attached to a circular rim that fits over the cervix to block the opening of the uterus to sperm	 is effective immediately after insertion 	 requires prescription and instruction from physician for proper fit may cause bladder infections due to pressure on urethra from rim may cause toxic shock syndrome (fever, vomiting, diarrhea, rash)
Intrauterine device (IUD)	 small T-shaped plastic object, with a fine copper wire and a thread attached to the base, inserted into the uterus by a physician changes the lining of the uterus, making it hard for a fertilized egg to attach to its wall 	does not require daily	 must be inserted by a physician and changed every three to five years, depending on type of coil increases the risk of ectopic (tubal) pregnancy may cause heavy menstrual bleeding and/or cramping

(continued)

Contraceptive Methods and Considerations (continued)			
Contraceptive Method/Product	Definition (Use/Application)	Considerations For	Considerations Against
Oral contraceptive or birth control pill	 pill containing female hormones estrogen and progestin, which prevent ovaries from releasing an egg each menstrual cycle 	 may decrease cramping and menstrual bleeding may reduce incidence of ovarian and endometrial cancer and pelvic inflammatory disease improves menstrual cycle control 	 requires prescription and instruction from physician must be taken at the same time every day may cause bloating, headaches, sore breasts, and abdominal pain
Patch	 small, smooth, square patch worn on the skin prevents ovulation 	 eliminates need to remember to take a daily pill may improve menstrual cycle side effects 	 may cause irritation if allergic reaction occurs
Spermicide	 vaginal spermicidal product (in gel, foam, cream, suppository, film, or tablet form) consisting of a chemical agent able to kill sperm applied just before intercourse 	 is available at pharmacies without prescription is inexpensive provides lubrication 	 should be used only in combination with another barrier method (e.g., gel/cream with diaphragm/cap) requires use of applicator may cause irritation if allergic reaction occurs

Other Considerations:

- Emergency contraceptive pill (ECP) formerly called "morning-after pill"
 - contains high doses of estrogen and progestin
 - is used in emergency/crisis situations within five days of unprotected sex
 - is most effective within 72 hours
 - must be prescribed by a physician or obtained from a clinic
 - will not affect a prior conception
- Sterilization
 - **Tubal ligation:** surgical division of Fallopian tubes and ligation of cut ends
 - Vasectomy: surgical cutting of vas deferens and ligation of each end
- Unreliable Methods
 - Natural family planning (rhythm): abstaining from intercourse for a specified number of days before/during/after ovulation. Women can ovulate more than once a month, and timing of ovulation may vary from cycle to cycle.
 - Withdrawal: removal of penis from vagina just before ejaculation due to sperm in the pre-ejaculate

References:

Ontario Physical and Health Education Association (OPHEA). Ontario Health and Physical Education Curriculum Support: Grades K–10. Toronto, ON: OPHEA, 2000.

Ottawa, City of. People Services Department. *Teaching Sexuality Resource Kit.* 2nd ed. Ottawa, ON: City of Ottawa, People Services Department, 2002.

Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

Summary

This module has emphasized the importance of understanding the potential risks associated with being sexually active and making informed and healthy decisions. If you have any questions related to the information presented, you are encouraged to talk to your family members, trusted adults, religious leaders, or your tutor/marker. Sometimes you will feel most comfortable asking your friends for information. Always make sure that your source is dependable and knowledgeable and that the information is current, accurate, and reliable.

Congratulations! You have now finished the Grade 9 Physical Education/ Health Education course. By taking this course, you have likely learned a lot about yourself and about how to live an active and healthy life. Make sure you are prepared for the final examination and contact your tutor/marker if you have any questions.



Remember: If you have completed Lesson 4A, you will **not** complete Lesson 4B.

Notes

MODULE 10 SUMMARY

Congratulations! You have completed Module 10 of Grade 9 Physical Education/Health Education.



Submitting Your Assignments

It is now time for you to submit your Module 9 and Module 10 assignments 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 Modules 9 and 10 assignments and organize your material in the following order:

- Modules 9 and 10 Cover Sheet (found at the end of the course Introduction)
- Assignment 9.1: Ethics in Sport
- Assignment 9.2: The Game Official
- Assignment 9.3: Short Sport/Activity Report
- Assignment 10.1: Relationships

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

Module 10 Review Questions

Use the following questions to help you assess what you learned in Module 10, and to guide your studying. These questions will help you prepare for the final examination for this course.

Lesson 1

- 1. List the qualities of a healthy relationship.
- 2. List social factors affecting human sexuality.
- 3. Identify examples of influences on sexuality, as portrayed in the media.

Lesson 2

- 4. Identify factors that contribute to a healthy pregnancy.
- 5. Recognize the negative effects of drugs and disease on pregnancy.

Lesson 3

- 6. Identify potential risks associated with sexual behaviour.
- 7. Identify causes, systems, and effects on the body of common STIs, as well as treatments for common STIs.

Lesson 4

- 8. Identify reasons for choosing abstinence.
- 9. List reasons why some teenagers choose to have sex.
- 10. Identify sources of support.
- 11. Be able to generate accurate information regarding the efficacy and availability of various methods of contraception.
- 12. Identify emotional consequences of early sexual activity.
- 13. What does the DECIDE acronym stand for? Think of a problem you have or a decision you need to make and use the steps in the DECIDE model to guide your thinking.

Final Examination



Congratulations, you have finished Module 10 in the course. The final examination is out of 100 marks and worth 20% of your final mark. In order to do well on this examination, you should review all of your learning activities and assignments from Modules 1 to 10.

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.

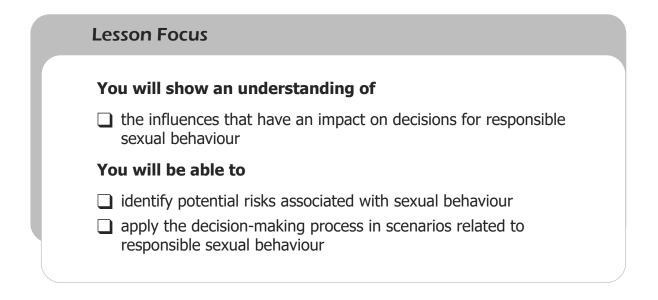
A maximum of 2 hours is available to complete your midterm examination. When you have completed it, the proctor will then forward it for assessment. Good luck! Notes

LESSON 4B: HEALTHY DECISION MAKING (ALTERNATE LESSON)



Do not complete this lesson if you have already completed Lesson 4A. If you are under 18 years of age, you will complete Lesson 4B only if your parent or guardian has signed the Alternate Lesson Consent Form stating that you will do this lesson.

Lesson 4B focuses on healthy decision making that promotes abstinence only. Lesson 4A focused on healthy decision making that promotes abstinence, but included information about contraception.



Introduction

Before you start this lesson, please take a moment and review the diagrams and terms in the Resources section found at the back of this module. This review will include the different parts of the female and male anatomy, which you learned about in Grade 7 Science and in Grade 9 Science. If you do not understand the biological terms that are used in this lesson, please refer to the diagrams and definitions.

Both the male and female reproductive systems are complicated systems uniquely designed for reproduction and sexual pleasure. The union of the sperm and egg through sexual intercourse is an amazing biological phenomenon that creates life. The human body is also designed so that being sexually involved with someone brings pleasure and arouses special feelings. Deciding to be sexually active requires some serious thought to ensure that we do not put ourselves and others at risk physiologically or psychologically. In close relationships, we need to be respectful of our own and others' desires and decisions. We need to determine and communicate our limits. It is always OK to say "No" to sexual contact for any reason whatsoever.

Responsible sexual decision making is very important for people of all ages. Everyone needs to understand the risks and potential health issues. In previous lessons, you learned about the risks of pregnancy, STIs, and HIV/AIDS. You should also have learned that abstinence is the only 100 percent effective method of avoiding pregnancy. Practising safer sex (e.g., using contraceptive methods such as condoms) can reduce the risk of contracting any STIs or HIV/AIDS or becoming pregnant, but you are still at risk. While contraceptive methods may help prevent pregnancy, they do not prevent transmission of STIs and HIV/AIDS.

Not all sexual contact will lead to pregnancy, but it may lead to becoming infected with an STI. For example, sexual contact through any means—oral (mouth to penis, mouth to vagina, mouth to anus), anal (penis to anus), or vaginal (penis to vagina)—could cause an STI that may be treatable (not curable), but you would have it for the rest of your life.

Sexual Decision Making

Before you become sexually active with someone, you need to make many decisions and consider many factors, such as

- whether or not this is the right person to be sexually active with
- whether or not this is the right time in your life to start being sexually active
- how you would feel if the relationship with this person would break up

If you do decide to be sexually active, you definitely need to think about how to prevent pregnancy and how to protect yourself from getting an STI or HIV/AIDS. Before having a sexual relationship, you should talk to your parent(s) or guardian(s), a trusted adult, or a healthcare provider. It is a good idea to discuss all your choices and all the concerns and worries you may have so that you can make healthy decisions.

NA	
N	

Describe some of feelings involved in sexually active relationships by answering the following questions in a short paragraph or in point form.

1. What are some of the emotional consequences of becoming sexually active?

2. How might someone feel if the relationship with his or her sexual partner comes to an end?

Once you have answered the questions, compare your answers to those provided in the Learning Activity Answer Key at the end of this module. Remember, there are no right or wrong answers.

Factors That Influence Sexual Decision Making

As a dating relationship develops, there is generally an increase in sexual activity and exploration. The decisions that you make with your partner may be influenced by many different social factors. It's time to look at specific reasons why you may or may not choose to abstain from sexual activity that could lead to pregnancy, STIs, or HIV/AIDS.



Using the following chart, identify some reasons why young people may choose to postpone sexual activity and reasons why young people may choose to be sexually active. Check your answers with those provided in the Learning Activity Answer Key at the end of this module. Remember, there is no right or wrong answer, just possible influences.

Reasons Why Young People May Choose to Postpone Sexual Activity	Reasons Why Young People May Choose to Be Sexually Active

Many Reasons to Wait

There are lots of good reasons to delay becoming sexually active. You have listed some of them in the previous learning activity. Here are a few more advantages of abstinence:

- It is 100 percent effective in preventing pregnancy.
- It allows people to explore other ways to express affection (e.g., talking, kissing, hugging, touching).
- It can help make a relationship stronger if the individuals take more time getting to know each other.
- It reduces the risk of getting or passing on STIs/HIV/AIDS.

Summary

This module has emphasized the importance of understanding the potential risks associated with being sexually active and making informed and healthy decisions. If you have any questions related to the information presented, you are encouraged to talk to your family members, trusted adults, religious leaders, or your tutor/marker. Sometimes you will feel most comfortable asking your friends for information. Always make sure that your source is dependable and knowledgeable and that the information is current, accurate, and reliable.

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MODULE 10 SUMMARY

Congratulations! You have completed Module 10 of Grade 9 Physical Education/Health Education.



Submitting Your Assignments

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Lesson 2

- 4. Identify factors that contribute to a healthy pregnancy.
- 5. Recognize the negative effects of drugs and disease on pregnancy.

Lesson 3

- 6. Identify potential risks associated with sexual behaviour.
- 7. Identify causes, systems, and effects on the body of common STIs, as well as treatments for common STIs.

Lesson 4

- 8. Identify reasons for choosing abstinence.
- 9. List reasons why some teenagers choose to have sex.
- 10. Identify sources of support.
- 11. Identify emotional consequences of early sexual activity.
- 12. What does the DECIDE acronym stand for? Think of a problem you have or a decision you need to make and use the steps in the DECIDE model to guide your thinking.

Final Examination



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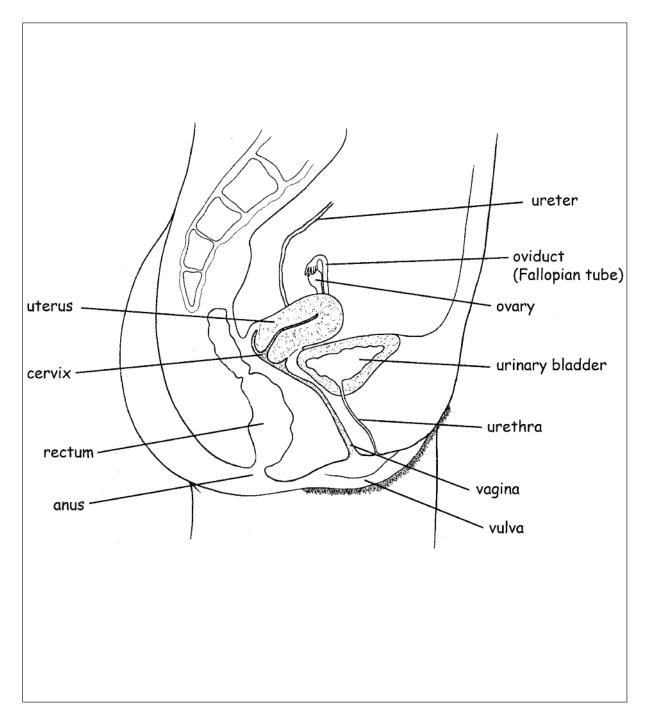
You will complete this examination while being supervised by a proctor. You should already have made arrangements to have the examination sent to the proctor from the Distance Learning Unit. If you have not yet made arrangements to write it, then do so now. The instructions for doing so are provided in the Introduction to this module.

A maximum of 2 hours is available to complete your midterm examination. When you have completed it, the proctor will then forward it for assessment. Good luck! Notes

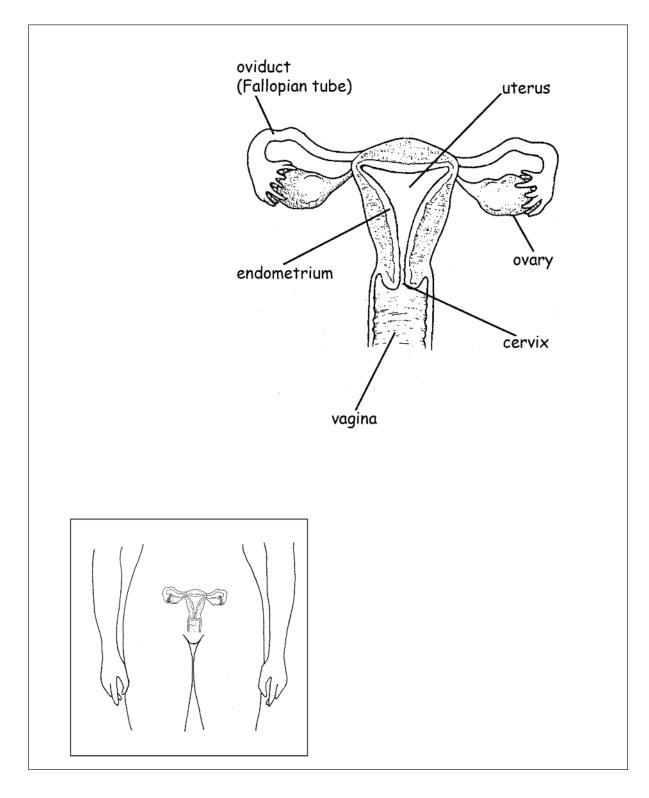
MODULE 10

Resources

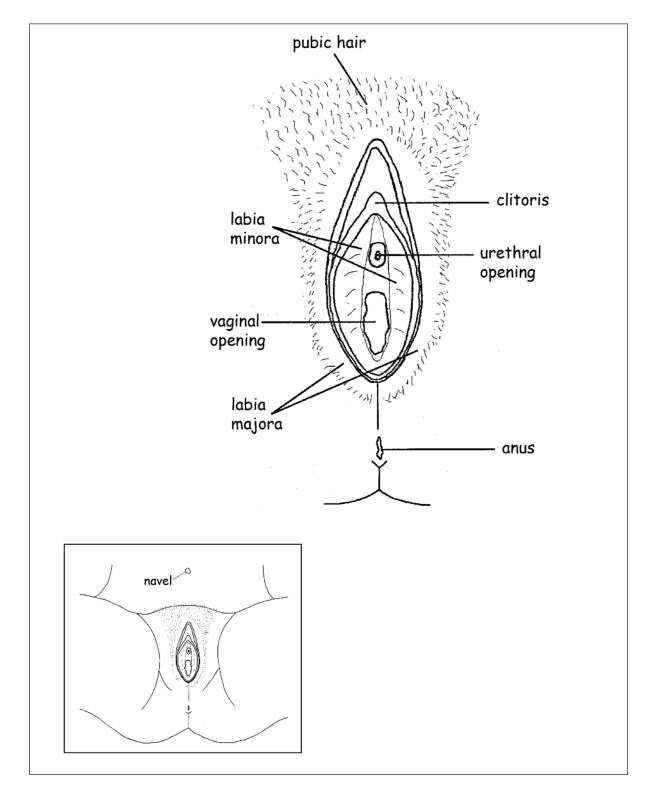
Reproductive System Diagram: Female Anatomy—Side View



Reproductive System Diagram: Female Anatomy—Front View



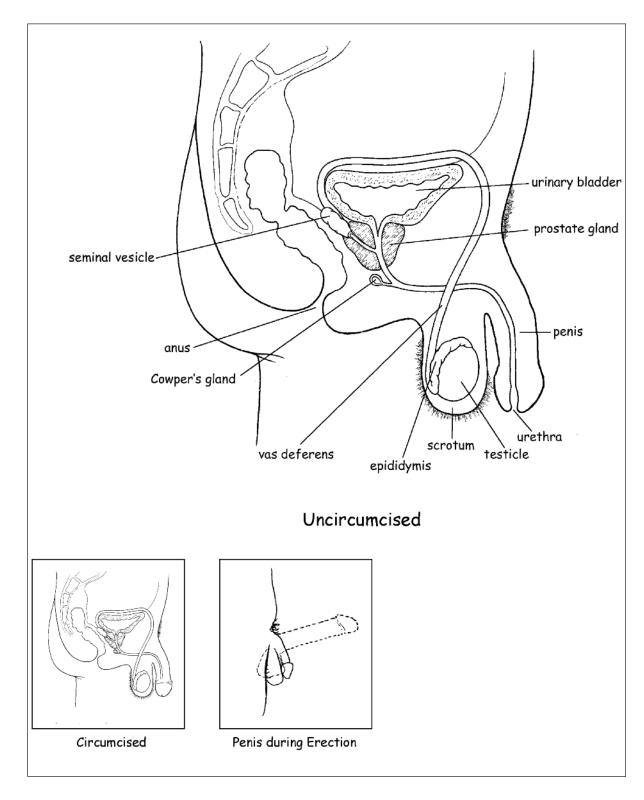
Reproductive System Diagram: Female Anatomy—Bottom View, with Labia Separated



Reproductive System: Female Anatomy—Definitions

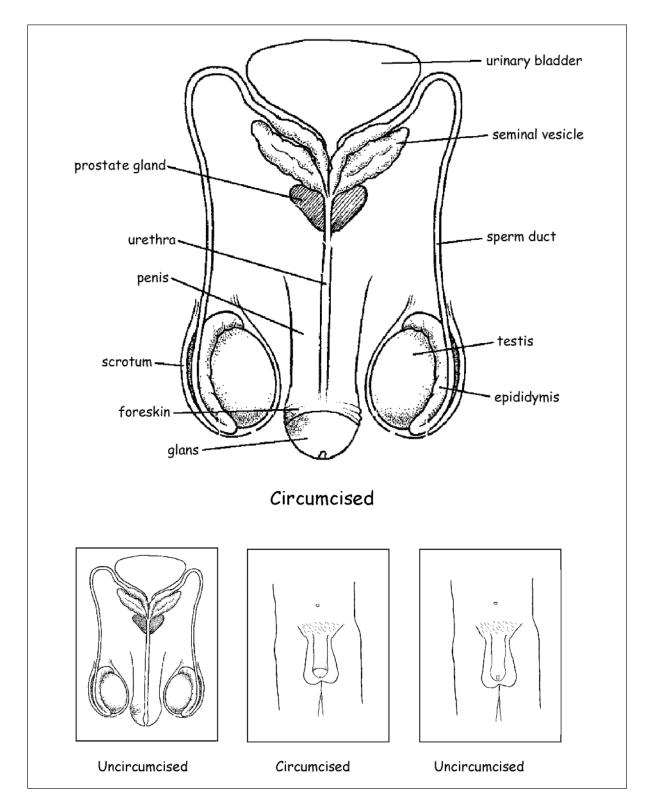
anus	the outlet of the rectum lying in the fold between the buttocks. The opening at the end of the anal canal.
cervix	the part of the uterus that protrudes into the cavity of the vagina.
clitoris	a small genital organ whose function is one of sexual pleasure.
endometrium	the inner lining of the uterus, which is partially shed during menstruation.
labia majora	the larger outer pair of skin folds that enclose the vulva.
labia minora	the smaller inner pair of skin folds that enclose the vulva.
ovaries	the pair of organs that store and release egg cells and produce estrogen.
oviduct (Fallopian tube)	one of a pair of ducts opening at one end into the uterus and at the other end into the peritoneal cavity, over the ovary. Each tube serves as a passage through which an ovum is carried to the uterus from the ovary.
rectum	the lower part of the large intestine, between the sigmoid colon and the anal canal.
rectum ureter	
	canal. one of a pair of tubes that carries urine from the kidneys into the urinary
ureter	canal. one of a pair of tubes that carries urine from the kidneys into the urinary bladder. a tube leading from the bladder that carries urine out of the body. Its
ureter urethra	canal. one of a pair of tubes that carries urine from the kidneys into the urinary bladder. a tube leading from the bladder that carries urine out of the body. Its opening lies in the vulva between the vagina and the clitoris.
ureter urethra urinary bladder	 canal. one of a pair of tubes that carries urine from the kidneys into the urinary bladder. a tube leading from the bladder that carries urine out of the body. Its opening lies in the vulva between the vagina and the clitoris. the organ that holds urine excreted by the kidneys. a pear-shaped hollow organ with muscular walls where a fertilized egg

Reproductive System Diagram: Male Anatomy—Side View



7

Reproductive System Diagram: Male Anatomy—Front View



Reproductive System: Male Anatomy—Definitions

anus	the outlet of the rectum lying in the fold between the buttocks. The opening at the end of the anal canal.
circumcision	the operation to remove the foreskin of the penis.
Cowper's glands	a pair of small glands at the base of the penis that secrete seminal fluid.
epididymis	a long, tightly coiled duct that carries sperm from seminiferous tubules of the testes to the vas deferens.
erection	occurs when the penis fills with blood and becomes hard.
foreskin	the loose fold of skin that covers the end of the penis. Foreskin is removed during circumcision.
glans	the head of the penis.
penis	the sex organ of generation.
prostate	a walnut-sized gland that surrounds the neck of the bladder and urethra. This gland helps produce the milky semen necessary for carrying sperm.
scrotum	the wrinkly sac of skin, sparsely covered with hair, that holds the testicles.
seminal vesicles	the two sac-like glands at the base of the bladder and connected to the prostate gland that provide nutrients for the semen.
testicle/testis	the organ located behind the penis that produces sperm.
urethra	a tube leading from the bladder that carries urine through the penis to the opening at the tip of the glans. Semen also passes through this tube.
urinary bladder	the organ that holds urine excreted by the kidneys.
vas deferens	the tube that transports sperm from the epididymis from each testicle to the urethra in the prostate gland. (Also referred to as ductus deferens.)

9

Notes

Module 10

Learning Activity Answer Key

MODULE 10 LEARNING ACTIVITY ANSWER KEY

Lesson 1

Learning Activity 10.1: How to Treat Other People

Describe ways to treat others in developing healthy and meaningful relationships (e.g., show respect, forgiveness). How do you think you should treat someone in a dating relationship or in a friendship? List at least **five** behaviours or ways that you think may make a relationship healthy or work well.

Behaviours may include showing

- support
- forgivenesshonesty
- encouragement
- affection
- understanding
- respect
- consideration
- commitment
- Ioyalty

Module 10 Learning Activity Answer Key

Lesson 2



Learning Activity 10.2: Consequences of Teenage Pregnancy for Parents and Children

Take some time to think of the possible consequences of teenage pregnancy for both the parents and their children. Some **possible** answers are provided below.

- 1. List at least **two** consequences of pregnancy for teenage **fathers**. *The teenage father may*
 - have a lot less time to spend with his friends
 - have to quit school and find an unsatisfying job to support his child
 - have a lot less time to have fun, play sports, go on trips, and so on
- List at least three consequences of pregnancy for teenage mothers. The teenage mother may
 - be lonely, as she will have to spend time with her child
 - suffer from feelings of depression, including postpartum depression
 - feel that her teenage years have passed by too quickly
- 3. List at least **two** consequences for **children** born to teenage parents. *The child born to teenage parents may*
 - have a lower birth weight
 - have less contact with his or her biological father
 - live below the poverty line

Lesson 3



Learning Activity 10.3: STI Quiz

This learning activity will help you find out how much you understand about STIs. You might already know many of the answers, since some of them involve common sense and others are pretty general. Don't worry if you haven't learned everything yet. Just do your best in responding to the questions and then compare your responses with the answers provided below.

STI Quiz (Answer Key)*

True or False?

1.	A person can have a sexually transmitted infection (STI) and not know it.	<u> </u>
2.	It is normal for females to have some vaginal discharge.	True
3.	Once you have had an STI and have been treated, you can't get it again.	False
4.	HIV is mainly present in semen, blood, vaginal secretions, and breast milk.	True
5.	Chlamydia and gonorrhea can cause pelvic inflammatory disease.	
6.	A pregnant female who has an STI can pass the disease to her fetus or newborn.	True
7.	Most STIs go away without treatment, if people wait long enough.	False
8.	STIs that are not treated can cause infertility.	True
9.	Birth control pills offer excellent protection from STIs.	False
10	. Condoms can help prevent the spread of STIs.	True
11	. If you know your partner, you can't get an STI.	False
12	. Chlamydia is the most common STI.	
13	Sexually active individuals should get an annual STI-detection test from their doctor.	<u> </u>

Short Answer

- 14. What advice would you give someone who thought he or she might have an STI? *Go to an STI clinic or a physician's office for a checkup.*
- 15. How can you avoid contracting an STI?

Abstain from sexual intercourse, engage in lower-risk sexual activities, use condoms every time you have sexual intercourse, get a hepatitis B vaccination, and refuse to share needles.

* **Source:** Canadian Federation for Sexual Health. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. 2nd ed. Ottawa, ON: Canadian Federation for Sexual Health, 2006. 353–354. Adapted by permission.



Learning Activity 10.4: HIV/AIDS and Other STIs

Part 1: HIV/AIDS

To help you answer the questions for this learning activity, you can find information

- in Lesson 3, Module 10, of this course
- at your school library, local public library, or community resource centre
- in the learning management system (LMS) (This information was developed by the Sexuality Education Resource Centre [SERC] Manitoba.)

If you do not have access to the Internet, contact your tutor/marker.

Read each of the following 23 statements about HIV/AIDS.

- Identify each statement as **True (T)** or **False (F)**.
- **Explain** your response in one or two sentences.

History of HIV/AIDS

1. HIV is caused by AIDS.



AIDS (acquired immune deficiency syndrome) is caused by HIV (human immunodeficiency virus). HIV can attack and, over time, destroy the body's immune system.

2. AIDS damages the body's immune system.



HIV damages the body's immune system. A person has AIDS when HIV has done enough damage to the immune system to allow infections and diseases to develop.

3. There is a cure for AIDS.



At the present time, there is no cure for AIDS. Researchers are currently looking for a cure for AIDS, as well as a vaccine for HIV. Medication does prolong the lives of those with AIDS.

4. Teenagers infected with HIV when they are 14 years old may not show any AIDS symptoms until their mid-20s.



 $\mathbf{T} \mid \mathbf{F} \mid$ The time from when a person acquires HIV and develops the infections and diseases that characterize AIDS is a median of 11 years. Therefore, those who acquire HIV as teenagers may not develop the infections and diseases indicative of AIDS until they are in their mid-20s.

Transmission

5. Worldwide, the most common way in which HIV is transmitted is through vaginal intercourse.



Worldwide, HIV is transmitted by vaginal intercourse in approximately two-thirds of the cases.

6. Sharing needles for injecting drugs can pass infected blood from one person to another.

Т	F
~	

HIV-contaminated needles or syringes that are used for injecting drugs can transmit HIV directly into the bloodstream by passing infected blood from one person to another. HIV can also be transmitted by sharing or using contaminated needles for ear-piercing, tattooing, or ceremonial blood bonding and by sharing or using other contaminated instruments, such as razors.

7. HIV can be spread by casual contact such as hugging, kissing, or holding hands.



F HIV cannot be transmitted by casual contact. HIV is not transmitted by hugging, kissing, holding hands, shaking hands, massage, animal or mosquito bites, drinking from a public drinking fountain, swimming in a public pool, or using a public telephone.

8. In Canada, it is very unlikely that someone will become infected with HIV by having a blood transfusion.



Since 1985, all blood in Canada that is donated and used for blood transfusions has been screened for HIV and hepatitis B. In some regions of the world, blood transfusions are still a means of HIV transmission, as blood and blood products are not always screened for HIV and non-sterilized needles or instruments may be used.

9. A mother with HIV can pass it to the fetus during pregnancy.

Т	F
~	

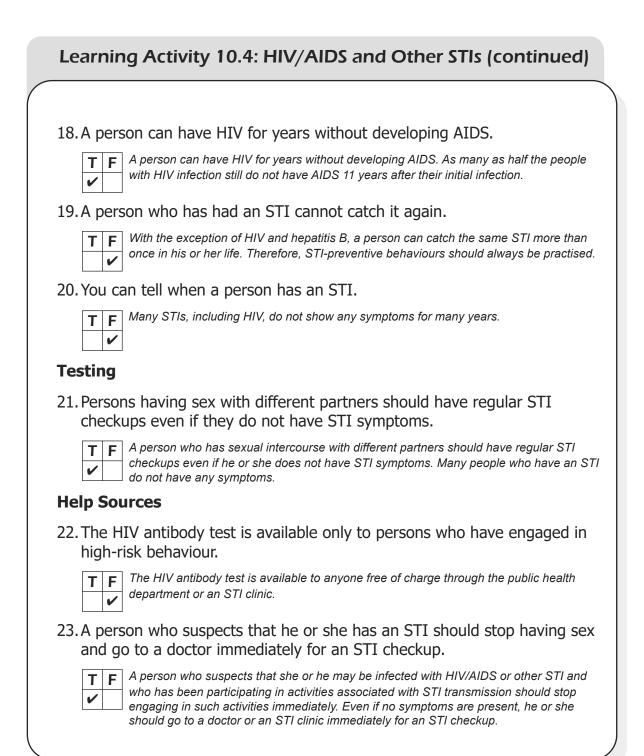
Some research has indicated that approximately 30 percent of mothers infected with HIV pass HIV to their unborn children during pregnancy or at birth. HIV can move from the blood or secretions of the infected mother to the blood of the child during pregnancy, at birth, or by breast-feeding.

10. HIV can be transmitted through insect and animal bites.



HIV cannot be transmitted through insect or animal bites. HIV is only transmitted from one person to another.

Learning Activity 10.4: HIV/AIDS and Other STIs (continued)
11. A person can pass on a sexually transmitted infection (STI) even though no symptoms are present.
T F Many people who have an STI, even HIV infection, do not have any symptoms. Although these people may look and feel healthy, they have STI-causing organisms in their bodies, which they can transmit to others.
Prevention
12. Latex condom use is the most effective way to avoid HIV.
TFImage: FThe most effective way of avoiding sexual transmission of HIV and other STIs is sexual abstinence. Abstinence means not having vaginal, anal, or oral sex.
13. The more sexual partners a person has, the greater the chances are that a partner will be infected with HIV.
TFThe more sexual partners a person has, the greater the chances are that one of thoseImage: sexual partners will be infected with HIV or an STI.
14. Methods for avoiding HIV usually do not help avoid other STIs.
TFMethods for preventing the transmission of HIV usually assist in the prevention of otherImage: STIs.
15. Sharing needles for ear-piercing or tattooing is safe.
TFContaminated needles used for tattooing, ear-piercing, or ceremonial blood bonding caVspread HIV, hepatitis B, and other STI-causing organisms.
Symptoms
16. When someone is infected with HIV, there may be no obvious symptoms
TFrFrF
17. Anyone infected with HIV (whether or not symptoms are present) can transmit the infection to others.
TF Anyone infected with HIV, whether or not he or she has symptoms, can transmit HIV to v others. Although they may look and feel healthy, they are infected with HIV, which they can transmit to others.



Part 2: Other STIs

To complete this part of the learning activity, you can find information

- in Lesson 3, Module 10, of this course
- at your school library, local public library, or community resource centre
- in the learning management system (LMS) (This information was developed by the Sexuality Education Resource Centre [SERC] Manitoba.)
- on the Public Health Agency of Canada website at <u>www.phac-aspc.gc.ca/publicat/std-mts/</u>

If you do not have access to the Internet, contact your tutor/marker.

For this part of the learning activity, you will do the following:

- Find information about **two** of the common STIs listed below.
- Use your information on the two STIs to fill in the applicable rows of the STI Chart on the following pages.

Here is a list of seven common STIs:

- 1. Chlamydia (example provided)
- 2. Gonorrhea
- 3. Hepatitis B
- 4. Herpes
- 5. Human papilloma virus (HPV)
- 6. Pubic lice
- 7. Syphilis

STI Chart				
Name of STI	Viral, Bacterial, or Parasitic	Symptoms	Effects on Body	Treatment
Chlamydia (example provided)	Bacteria	 Female: may not show symptoms increased vaginal discharge abnormal vaginal bleeding pain/bleeding during/after intercourse pain when passing urine pain in lower abdomen Male: may not show symptoms watery/cloudy discharge from penis increased frequency/pain in passing urine tingling/itching inside penis pain in testicles 	 Female: pelvic inflammatory disease infertility babies born to infected female could have severe eye, ear, or lung infections Male: infertility due to infected testicles/prostate 	antibiotics
Gonorrhea Also called the "clap" a "dose" a "drip"	Bacteria	 Female: may not show symptoms increased vaginal discharge abnormal vaginal bleeding pain/bleeding during/after intercourse pain when passing urine pain in lower abdomen Male: may not show symptoms yellowish-green discharge from penis increased frequency/pain in passing urine tingling/itching inside penis pain in testicles 	disease infertility babies born to infected female could have severe eye, ear, or lung infections if not treated at birth Male: infertility due to infected testicles/prostate	antibiotics
Hepatitis B	Virus: hepatitis B virus (HBV)	 fatigue fever jaundice (yellowing of skin and whites of eyeballs) dark urine/pale stool abdominal pain nausea/vomiting poor appetite 	 liver damage, cirrhosis, liver cancer some people carry the virus forever 	 vaccine as a preventive measure, but not a cure

		STI Chart		
Name of STI	Viral, Bacterial, or Parasitic	Symptoms	Effects on Body	Treatment
Herpes	Virus: herpes simplex virus (HSV)	 tingling/itching in genital area tiny painful blisters/ sores in genital area cold sores/fever blisters on the lips (type 1) 	 may be fever/pain in joints flu-like symptoms painful urination does not affect fertility 	 no cure antiviral medications may heal sores more quickly and reduce multiplication of virus
Human papilloma virus (HPV) Also called genital warts venereal warts condyloma	Virus: HPV	 "cauliflower-like" appearance of warts grouped around anus, vagina, vulva, cervix, and on shaft of penis may not show symptoms 	 warts may appear years after infection occurs usually harmless and painless linked to increased risk of cervical cancer 	 special medications applied directly warts cryotherapy: "freezing" warts with liquid nitrogen
Pubic lice	Tiny insects (crabs)	 itching around genital area 	 scratching may cause infection requiring medication not always sexually transmitted 	 special creams, lotions, shampo
Syphilis Also called • "bad blood" • the "pox"	Bacteria	 stage 1: painless shallow sore (chancre) at site of infection stage 2: rash or mucous patches on palms of hands/soles of feet, swollen glands stage 3: heart disease, blindness, paralysis 	 may be fatal if progressed to stage 3 babies born to infected mothers may have birth defects/die 	 antibiotics/ penicillin injections
Human immuno- deficiency virus (HIV)	Virus: HIV	 <i>illnesses, infections, cancers</i> <i>diarrhea</i> <i>shortness of breath</i> <i>fever</i> <i>swollen glands</i> 	 damages body's immune system to the degree that there is no defence left in the body final stage is acquired immune deficiency syndrome (AIDS) fatal 	 no cure/no vaccine combinations of anti-retrovirals and drugs to he reduce and prevent symptoms, treat infections, and prolong life

References:

Ontario Physical and Health Education Association (OPHEA). Ontario Health and Physical Education Curriculum Support: Grades K–10. Toronto, ON: OPHEA, 2000.

Ottawa, City of. People Services Department. *Teaching Sexuality Resource Kit*. 2nd ed. Ottawa, ON: City of Ottawa, People Services Department, 2002.

Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

Lesson 4A or Lesson 4B



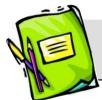
Learning Activity 10.5: Emotional Consequences of Becoming Sexually Active

Describe some feelings involved in sexually active relationships by answering the following questions in a short paragraph or in point form.

1. What are some of the emotional consequences of becoming sexually active?

Your answer might include the following thoughts:

- You might feel guilty or ashamed if being sexually active conflicts with your own personal values, or the values of your family, culture, or religious affiliation.
- You might feel confused if you are not sure about your relationship with your sexual partner. For example, you might want to have a lifelong, romantic relationship with your sexual partner, but he or she might want only to be friends with you.
- You might feel unprepared for all the complications that come with being sexually active.
- You might feel lonely if you don't talk about your sexual relationship with your family and friends. This feeling of loneliness may separate you from the important people in your life.
- If you are female, you might be afraid of getting pregnant. If you are male, you might be afraid that your partner may become pregnant.
- You might feel scared of contracting an STI or HIV/AIDS.
- You might feel worried about birth control, especially if you need to acquire some without your parents finding out.
- You might feel disappointed if your sexually active relationship is unfulfilling, or causes a lot of problems.
- You might feel out of control if your partner makes too many demands on you.
- 2. How might someone feel if the relationship with his or her sexual partner comes to an end?
 - You might feel used or betrayed.
 - You might feel exploited or confused about how being sexually active affects the relationship.
 - You might feel really disappointed that you shared something very intimate with someone you are no longer close to.
 - You might feel guilty about your sexual activity.
 - You might feel hurt by your former sexual partner.



Learning Activity 10.6: Why Young People Choose to Abstain or to Be Sexually Active

Using the following chart, identify some reasons why young people may choose to postpone sexual activity and reasons why young people may choose to be sexually active. Check your answers with those provided in the Learning Activity Answer Key at the end of this module. Remember, there is no right or wrong answer, just possible influences.

Reasons Why Young People May	Reasons Why Young People May
Choose to Postpone Sexual Activity	Choose to Be Sexually Active
 They feel that it is morally wrong. They feel that it is spiritually wrong. They do not want an STI. They are afraid of becoming pregnant or having their partner become pregnant. They are afraid of their parents or guardians finding out that they are sexually active. They are afraid that they will lose their good reputation. They have not found the right person with whom they want to become sexually active. They feel that they are not ready. 	 They are curious. They are under pressure from their partner. Their hormones are increasing their sexual feelings. They make poor decisions when they are using drugs or alcohol. They want to demonstrate love to their partner.

MODULE 10

Assignment

1.5 hours (21 marks)

Part 1: Reasons for Unsuccessful Relationships (5 marks)

Describe a close friendship that has not lasted. You can invent a relationship or modify a real one; just make sure that the circumstances are believable. Describe the relationship in detail and then explain why you think it didn't last. To receive the total possible 5 marks, make sure you write five relevant, distinct points. One example is provided.

Example: One person is always late. This is seen as a sign of disrespect.

1.	
2.	
3.	
4.	
5.	

Assignment 10.1: Relationships (continued)

Part 2: Media Influences on Relationships (16 marks)

You will now analyze various media to illustrate their potential influence on people's relationships.

On the next page you will find a chart entitled How Do the Media Influence Relationships? The **social factors** and **guiding questions** presented in the chart will help you to think about the kinds of messages that the media give about sexuality, relationships, and appearance, and how males and females should behave.

 Social factors: Choose examples from two different media (e.g., movie, television show, magazine advertisement, book, popular song, community activity) that illustrate the social factors listed in the left column of the chart that follows.

Note: If you do not have access to these media, then choose an activity within your community that influences the youth who are a part of it. Two examples are a church group and a First Nations community.

2. **Guiding questions:** Use the guiding questions presented in the right column of the chart to describe briefly how the social factors are portrayed in the media pieces you selected. Remember, some other guiding questions are provided in Lesson 1, Module 10.

After reading the chart on the next page, read the example that has been done for you on the page that follows the chart. Then complete the blank forms provided. Complete one form for each of the two media selections.

This assignment is worth 16 marks (1 mark for describing how each of the social factors is portrayed in each media selection).

How Do the Media Influence Relationships?		
Media Type: Media Selection:		
Social Factors	Guiding Questions (for Analysis of Media Selection)	
1. Family Values	What values are being portrayed?Are the values accurate?Do you agree with them?	
2. Social Issues (e.g., dishonesty, respect for people, property, and pets)	 What messages are being portrayed related to love, intimacy, relationships, respect, trust, responsibility, and citizenship? Are the messages accurate? Do you agree with them? 	
 Violence (e.g., crime scenes, police investigations) 	 What messages are being portrayed about violence? How are the characters portrayed or stereotyped? Are the messages accurate? Do you agree with them? 	
4. Commitment	 What messages are being portrayed about making a commitment, completing the job, and not quitting? Are the messages accurate? Do you agree with them? 	
5. Role ModelsPositive InfluencesNegative Influences	 What positive role models are portrayed? What negative role models are portrayed? Are the portrayals accurate? Do you agree with them? 	
6. Body Image	 What messages are being portrayed about body image? What messages are being communicated about male and female bodies? Are the messages accurate? Do you agree with them? 	
7. Sexual Orientation	 What messages are being communicated about sexual orientation for males and females? Are the messages accurate? Do you agree with them? 	
8. Sexual Relationships	 What messages are being portrayed about sexual relationships? To males? To females? Are the messages accurate? Do you agree with them? 	

Example

In the following example, the guiding questions have been used to analyze a media selection.

How Do the Media Influence Relationships?		
Media Type: Sitcom Television Program Media Selection: Stan the Man		
Social Factors	Analysis of Media Selection (Using the Guiding Questions)	
1. Family Values	 The father in the show doesn't seem very intelligent, and his children don't listen to him and are rude to him. The father is also rude to his kids and his wife and puts them down. I know that this is realistic for some families, but I don't think that it makes for a very good family because the people really don't respect each other. 	
 Social Issues (e.g., dishonesty, respect for people, property, and pets) 	In each episode, the father usually lies to his friends, his wife, or his kids, and that causes problems. He flirts with the next-door neighbour and is rude to everybody. But, at the end, he either gets caught or admits to it and everybody makes up.	
 Violence (e.g., crime scenes, police investigations) 	There is no fighting in this show, so it's pretty good. But sometimes the father threatens the kids or somebody else. He never actually hits anybody and always apologizes in the end.	
4. Commitment	The husband and wife are really committed to each other and the kids are too. But the man is so bad that you feel that the wife might leave him or that the kids would leave him when they get to be old enough. In that way, it's not realistic.	
 5. Role Models Positive Influences Negative Influences 	 The parents are positive role models when they try to communicate and make up after a disagreement or after the father insults somebody. The mother is kind of an airhead and is always spending too much money on things like clothes and liposuction. At the same time, she's very nice to her kids and pets and everybody else. 	
6. Body Image	 The father is overweight and doesn't shave, but he doesn't really care about his appearance and only shaves when his wife bribes him or threatens him. The mother is always worried about being too fat (even though she isn't) and smokes to keep her weight down. 	
7. Sexual Orientation	The teenager who lives next door is supposed to be homosexual but he acts kind of straight. So the program does not stereotype homosexuals. I agree with this presentation because homosexuals act like most people.	
8. Sexual Relationships	 I don't like the parts where the father flirts with the next-door neighbour. It's nasty because he's gross and married and the neighbour doesn't want to flirt with him. 	

Form

Here is the form that you need to complete for Part 2 of Assignment 10.1. Complete one form for **each** of the **two** media selections.

How Do the Media Influence Relationships? (Form 1)			
Media Type:	Media Type: Media Selection:		
Social Factors	Analysis of Media Selection (Using the Guiding Questions)		
1. Family Values			
 Social Issues (e.g., dishonesty, respect for people, property, and pets) 			
3. Violence (e.g., crime scenes, police investigations)			
4. Commitment			
 5. Role Models Positive Influences Negative Influences 			
6. Body Image			
7. Sexual Orientation			
8. Sexual Relationships			

How Do the Media Influence Relationships? (Form 2)			
Media Type: Media Selection:			
Social Factors	Analysis of Media Selection (Using the Guiding Questions)		
1. Family Values			
2. Social Issues (e.g., dishonesty, respect for people, property, and pets)			
 Violence (e.g., crime scenes, police investigations) 			
4. Commitment			
 5. Role Models Positive Influences Negative Influences 			
6. Body Image			
7. Sexual Orientation			
8. Sexual Relationships			

MODULE 10 SUMMARY

Congratulations! You have completed Module 10 of Grade 9 Physical Education/Health Education.



Submitting Your Assignments

It is now time for you to submit your Module 9 and Module 10 assignments 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 Modules 9 and 10 assignments and organize your material in the following order:

- Modules 9 and 10 Cover Sheet (found at the end of the course Introduction)
- Assignment 9.1: Ethics in Sport
- Assignment 9.2: The Game Official
- Assignment 9.3: Short Sport/Activity Report
- Assignment 10.1: Relationships

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

Module 10 Review Questions

Use the following questions to help you assess what you learned in Module 10, and to guide your studying. These questions will help you to prepare for the final examination for this course.

Lesson 1

- 1. List the qualities of a healthy relationship.
- 2. List social factors affecting human sexuality.
- 3. Identify examples of influences on sexuality, as portrayed in the media.

Lesson 2

- 4. Identify factors that contribute to a healthy pregnancy.
- 5. Recognize the negative effects of drugs and disease on pregnancy.

Lesson 3

- 6. Identify potential risks associated with sexual behaviour.
- 7. Identify causes, systems, and effects on the body of common STIs, as well as treatments for common STIs.

Lesson 4

- 8. Identify reasons for choosing abstinence.
- 9. List reasons why some teenagers choose to have sex.
- 10. Identify sources of support.
- 11. Identify emotional consequences of early sexual activity.
- 12. What does the DECIDE acronym stand for? Think of a problem you have or a decision you need to make and use the steps in the DECIDE model to guide your thinking.

Final Examination



Congratulations, you have finished Module 10 in the course. The final examination is out of 100 marks and worth 20% of your final mark. In order to do well on this examination, you should review all of your learning activities and assignments from Modules 1 to 10.

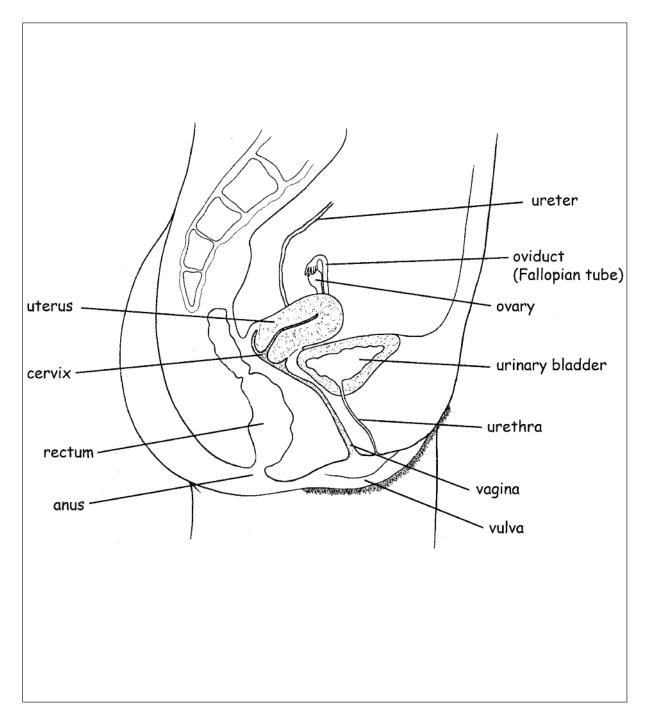
You will complete this examination while being supervised by a proctor. You should already have made arrangements to have the examination sent to the proctor from the Distance Learning Unit. If you have not yet made arrangements to write it, then do so now. The instructions for doing so are provided in the Introduction to this module.

A maximum of 2 hours is available to complete your midterm examination. When you have completed it, the proctor will then forward it for assessment. Good luck! Notes

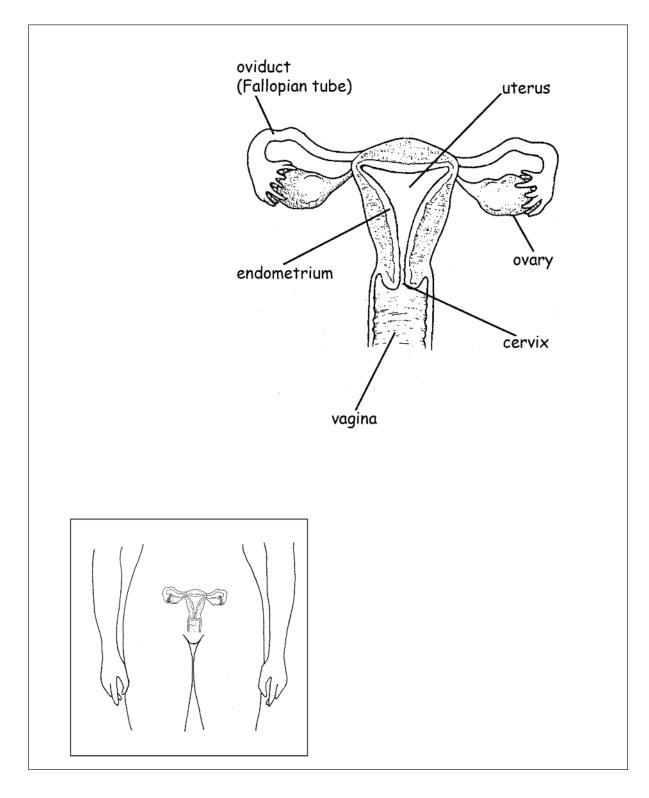
MODULE 10

Resources

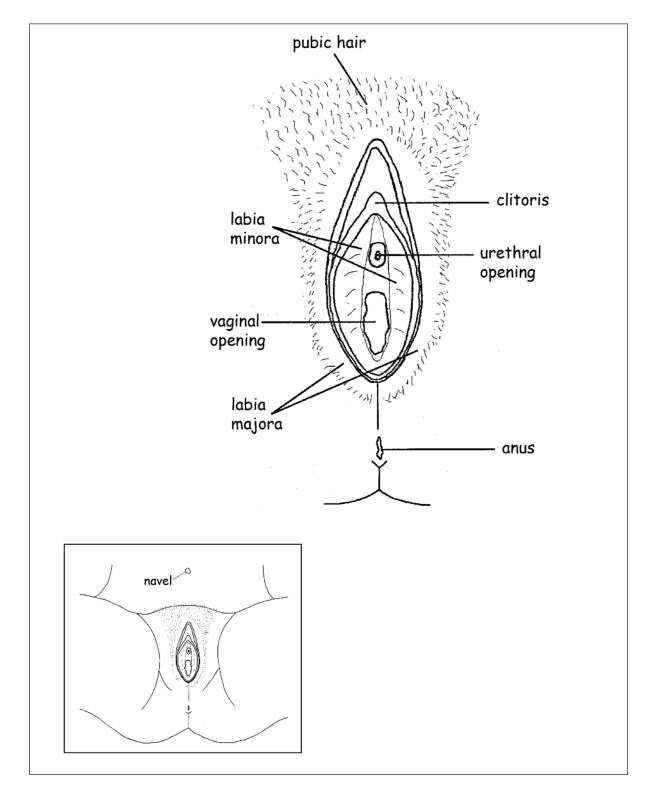
Reproductive System Diagram: Female Anatomy—Side View



Reproductive System Diagram: Female Anatomy—Front View



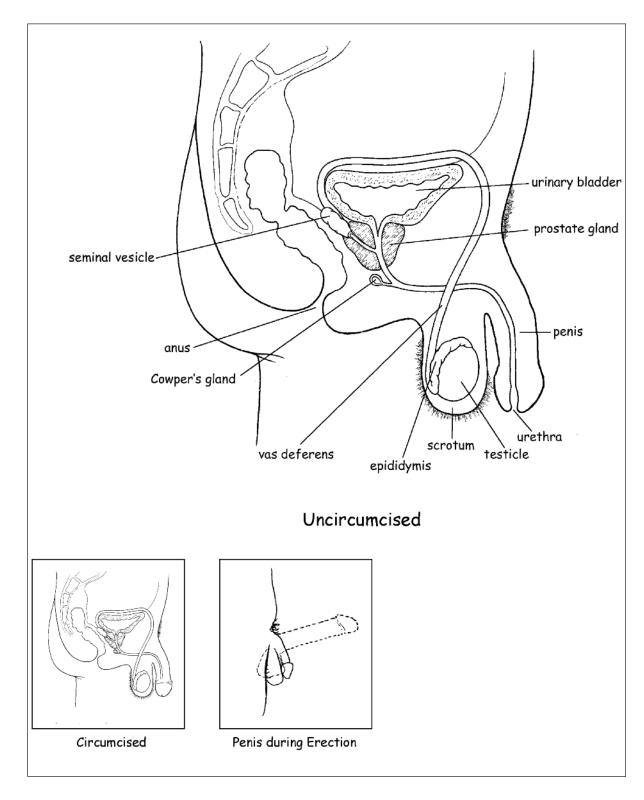
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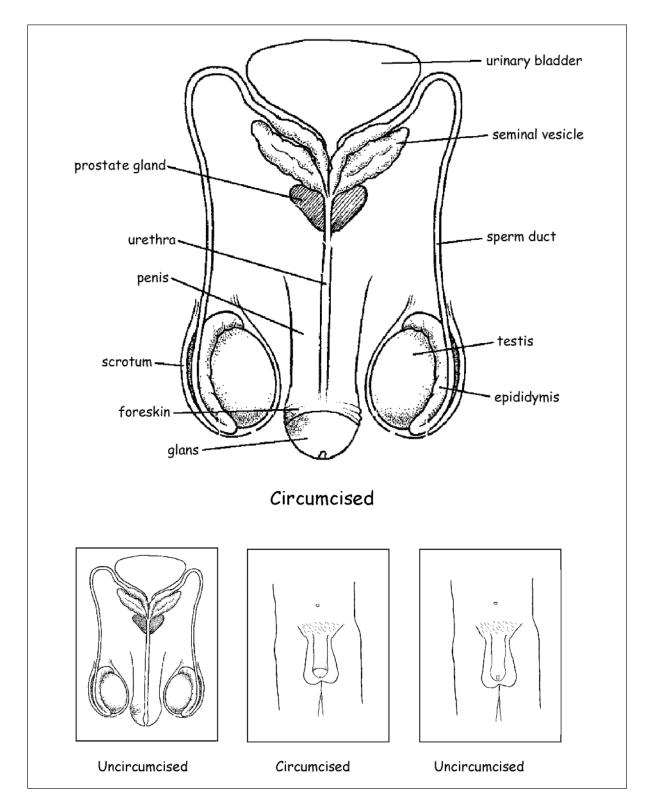
anus	the outlet of the rectum lying in the fold between the buttocks. The opening at the end of the anal canal.
cervix	the part of the uterus that protrudes into the cavity of the vagina.
clitoris	a small genital organ whose function is one of sexual pleasure.
endometrium	the inner lining of the uterus, which is partially shed during menstruation.
labia majora	the larger outer pair of skin folds that enclose the vulva.
labia minora	the smaller inner pair of skin folds that enclose the vulva.
ovaries	the pair of organs that store and release egg cells and produce estrogen.
oviduct (Fallopian tube)	one of a pair of ducts opening at one end into the uterus and at the other end into the peritoneal cavity, over the ovary. Each tube serves as a passage through which an ovum is carried to the uterus from the ovary.
rectum	the lower part of the large intestine, between the sigmoid colon and the anal canal.
rectum ureter	
	canal. one of a pair of tubes that carries urine from the kidneys into the urinary
ureter	canal. one of a pair of tubes that carries urine from the kidneys into the urinary bladder. a tube leading from the bladder that carries urine out of the body. Its
ureter urethra	canal. one of a pair of tubes that carries urine from the kidneys into the urinary bladder. a tube leading from the bladder that carries urine out of the body. Its opening lies in the vulva between the vagina and the clitoris.
ureter urethra urinary bladder	canal. one of a pair of tubes that carries urine from the kidneys into the urinary bladder. a tube leading from the bladder that carries urine out of the body. Its opening lies in the vulva between the vagina and the clitoris. the organ that holds urine excreted by the kidneys. a pear-shaped hollow organ with muscular walls where a fertilized egg

Reproductive System Diagram: Male Anatomy—Side View



7

Reproductive System Diagram: Male Anatomy—Front View



Reproductive System: Male Anatomy—Definitions

anus	the outlet of the rectum lying in the fold between the buttocks. The opening at the end of the anal canal.
circumcision	the operation to remove the foreskin of the penis.
Cowper's glands	a pair of small glands at the base of the penis that secrete seminal fluid.
epididymis	a long, tightly coiled duct that carries sperm from seminiferous tubules of the testes to the vas deferens.
erection	occurs when the penis fills with blood and becomes hard.
foreskin	the loose fold of skin that covers the end of the penis. Foreskin is removed during circumcision.
glans	the head of the penis.
penis	the sex organ of generation.
prostate	a walnut-sized gland that surrounds the neck of the bladder and urethra. This gland helps produce the milky semen necessary for carrying sperm.
scrotum	the wrinkly sac of skin, sparsely covered with hair, that holds the testicles.
seminal vesicles	the two sac-like glands at the base of the bladder and connected to the prostate gland that provide nutrients for the semen.
testicle/testis	the organ located behind the penis that produces sperm.
urethra	a tube leading from the bladder that carries urine through the penis to the opening at the tip of the glans. Semen also passes through this tube.
urinary bladder	the organ that holds urine excreted by the kidneys.
vas deferens	the tube that transports sperm from the epididymis from each testicle to the urethra in the prostate gland. (Also referred to as ductus deferens.)

9

Notes

Module 10

Learning Activity Answer Key

MODULE 10 LEARNING ACTIVITY ANSWER KEY

Lesson 1

Learning Activity 10.1: How to Treat Other People

Describe ways to treat others in developing healthy and meaningful relationships (e.g., show respect, forgiveness). How do you think you should treat someone in a dating relationship or in a friendship? List at least **five** behaviours or ways that you think may make a relationship healthy or work well.

Behaviours may include showing

- support
- forgivenesshonesty
- encouragement
- affection
- understanding
- respect
- consideration
- commitment
- Ioyalty

Module 10 Learning Activity Answer Key

Lesson 2



Learning Activity 10.2: Consequences of Teenage Pregnancy for Parents and Children

Take some time to think of the possible consequences of teenage pregnancy for both the parents and their children. Some **possible** answers are provided below.

- 1. List at least **two** consequences of pregnancy for teenage **fathers**. *The teenage father may*
 - have a lot less time to spend with his friends
 - have to quit school and find an unsatisfying job to support his child
 - have a lot less time to have fun, play sports, go on trips, and so on
- List at least three consequences of pregnancy for teenage mothers. The teenage mother may
 - be lonely, as she will have to spend time with her child
 - suffer from feelings of depression, including postpartum depression
 - feel that her teenage years have passed by too quickly
- 3. List at least **two** consequences for **children** born to teenage parents. *The child born to teenage parents may*
 - have a lower birth weight
 - have less contact with his or her biological father
 - live below the poverty line

Lesson 3



Learning Activity 10.3: STI Quiz

This learning activity will help you find out how much you understand about STIs. You might already know many of the answers, since some of them involve common sense and others are pretty general. Don't worry if you haven't learned everything yet. Just do your best in responding to the questions and then compare your responses with the answers provided below.

STI Quiz (Answer Key)*

True or False?

1.	A person can have a sexually transmitted infection (STI) and not know it.	True
2.	It is normal for females to have some vaginal discharge.	True
3.	Once you have had an STI and have been treated, you can't get it again.	False
4.	HIV is mainly present in semen, blood, vaginal secretions, and breast milk.	<u> </u>
5.	Chlamydia and gonorrhea can cause pelvic inflammatory disease.	
6.	A pregnant female who has an STI can pass the disease to her fetus or newborn.	<u> </u>
7.	Most STIs go away without treatment, if people wait long enough.	False
8.	STIs that are not treated can cause infertility.	True
9.	Birth control pills offer excellent protection from STIs.	False
10.	. Condoms can help prevent the spread of STIs.	True
11.	. If you know your partner, you can't get an STI.	False
12.	. Chlamydia is the most common STI.	True
13.	. Sexually active individuals should get an annual STI-detection test from their doctor.	<u> </u>

Short Answer

- 14. What advice would you give someone who thought he or she might have an STI? *Go to an STI clinic or a physician's office for a checkup.*
- 15. How can you avoid contracting an STI?

Abstain from sexual intercourse, engage in lower-risk sexual activities, use condoms every time you have sexual intercourse, get a hepatitis B vaccination, and refuse to share needles.

* **Source:** Canadian Federation for Sexual Health. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. 2nd ed. Ottawa, ON: Canadian Federation for Sexual Health, 2006. 353–354. Adapted by permission.



Learning Activity 10.4: HIV/AIDS and Other STIs

Part 1: HIV/AIDS

To help you answer the questions for this learning activity, you can find information

- in Lesson 3, Module 10, of this course
- at your school library, local public library, or community resource centre
- in the learning management system (LMS) (This information was developed by the Sexuality Education Resource Centre [SERC] Manitoba.)

If you do not have access to the Internet, contact your tutor/marker.

Read each of the following 23 statements about HIV/AIDS.

- Identify each statement as **True (T)** or **False (F)**.
- **Explain** your response in one or two sentences.

History of HIV/AIDS

1. HIV is caused by AIDS.



AIDS (acquired immune deficiency syndrome) is caused by HIV (human immunodeficiency virus). HIV can attack and, over time, destroy the body's immune system.

2. AIDS damages the body's immune system.



HIV damages the body's immune system. A person has AIDS when HIV has done enough damage to the immune system to allow infections and diseases to develop.

3. There is a cure for AIDS.



At the present time, there is no cure for AIDS. Researchers are currently looking for a cure for AIDS, as well as a vaccine for HIV. Medication does prolong the lives of those with AIDS.

4. Teenagers infected with HIV when they are 14 years old may not show any AIDS symptoms until their mid-20s.



 $\mathbf{T} \mid \mathbf{F} \mid$ The time from when a person acquires HIV and develops the infections and diseases that characterize AIDS is a median of 11 years. Therefore, those who acquire HIV as teenagers may not develop the infections and diseases indicative of AIDS until they are in their mid-20s.

Transmission

5. Worldwide, the most common way in which HIV is transmitted is through vaginal intercourse.



Worldwide, HIV is transmitted by vaginal intercourse in approximately two-thirds of the cases.

6. Sharing needles for injecting drugs can pass infected blood from one person to another.

Т	F
~	

HIV-contaminated needles or syringes that are used for injecting drugs can transmit HIV directly into the bloodstream by passing infected blood from one person to another. HIV can also be transmitted by sharing or using contaminated needles for ear-piercing, tattooing, or ceremonial blood bonding and by sharing or using other contaminated instruments, such as razors.

7. HIV can be spread by casual contact such as hugging, kissing, or holding hands.



F HIV cannot be transmitted by casual contact. HIV is not transmitted by hugging, kissing, holding hands, shaking hands, massage, animal or mosquito bites, drinking from a public drinking fountain, swimming in a public pool, or using a public telephone.

8. In Canada, it is very unlikely that someone will become infected with HIV by having a blood transfusion.



Since 1985, all blood in Canada that is donated and used for blood transfusions has been screened for HIV and hepatitis B. In some regions of the world, blood transfusions are still a means of HIV transmission, as blood and blood products are not always screened for HIV and non-sterilized needles or instruments may be used.

9. A mother with HIV can pass it to the fetus during pregnancy.

Т	F
~	

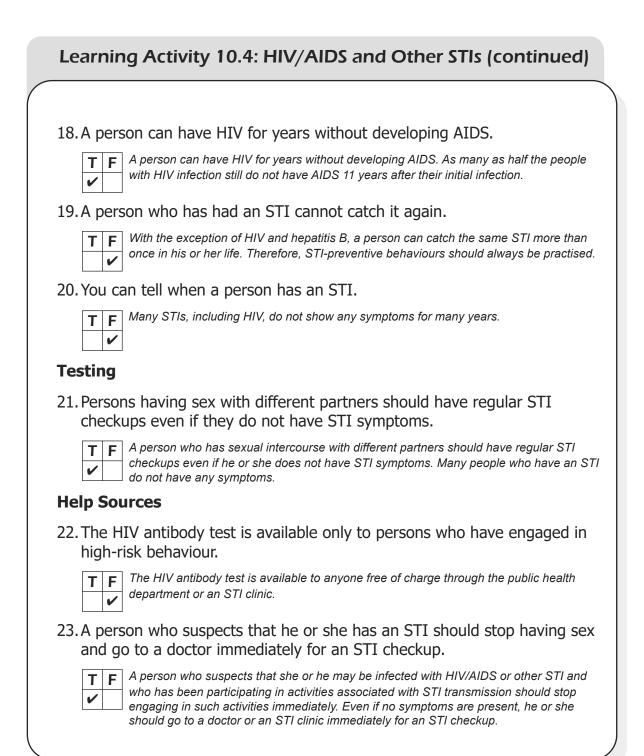
Some research has indicated that approximately 30 percent of mothers infected with HIV pass HIV to their unborn children during pregnancy or at birth. HIV can move from the blood or secretions of the infected mother to the blood of the child during pregnancy, at birth, or by breast-feeding.

10. HIV can be transmitted through insect and animal bites.



HIV cannot be transmitted through insect or animal bites. HIV is only transmitted from one person to another.

Learning Activity 10.4: HIV/AIDS and Other STIs (continued)			
11. A person can pass on a sexually transmitted infection (STI) even though no symptoms are present.			
T F Many people who have an STI, even HIV infection, do not have any symptoms. Although these people may look and feel healthy, they have STI-causing organisms in their bodies, which they can transmit to others.			
Prevention			
12. Latex condom use is the most effective way to avoid HIV.			
TFImage: FImage:			
13. The more sexual partners a person has, the greater the chances are tha a partner will be infected with HIV.			
TFImage: FThe more sexual partners a person has, the greater the chances are that one of thoseImage: Image: FPImage: FP <t< td=""></t<>			
14. Methods for avoiding HIV usually do not help avoid other STIs.			
TFImage: Methods for preventing the transmission of HIV usually assist in the prevention of otherImage: STIs.			
15. Sharing needles for ear-piercing or tattooing is safe.			
TFImage: Contaminated needles used for tattooing, ear-piercing, or ceremonial blood bonding caImage: Spread HIV, hepatitis B, and other STI-causing organisms.			
Symptoms			
16. When someone is infected with HIV, there may be no obvious symptoms			
T F Frequently, people who are infected with HIV do not have any symptoms. ✓			
17. Anyone infected with HIV (whether or not symptoms are present) can transmit the infection to others.			
TFImage: Anyone infected with HIV, whether or not he or she has symptoms, can transmit HIV to others. Although they may look and feel healthy, they are infected with HIV, which they can transmit to others.			



Part 2: Other STIs

To complete this part of the learning activity, you can find information

- in Lesson 3, Module 10, of this course
- at your school library, local public library, or community resource centre
- in the learning management system (LMS) (This information was developed by the Sexuality Education Resource Centre [SERC] Manitoba.)
- on the Public Health Agency of Canada website at <u>www.phac-aspc.gc.ca/publicat/std-mts/</u>

If you do not have access to the Internet, contact your tutor/marker.

For this part of the learning activity, you will do the following:

- Find information about **two** of the common STIs listed below.
- Use your information on the two STIs to fill in the applicable rows of the STI Chart on the following pages.

Here is a list of seven common STIs:

- 1. Chlamydia (example provided)
- 2. Gonorrhea
- 3. Hepatitis B
- 4. Herpes
- 5. Human papilloma virus (HPV)
- 6. Pubic lice
- 7. Syphilis

		STI Chart		
Name of STI	Viral, Bacterial, or Parasitic	Symptoms	Effects on Body	Treatment
Chlamydia (example provided)	Bacteria	 Female: may not show symptoms increased vaginal discharge abnormal vaginal bleeding pain/bleeding during/after intercourse pain when passing urine pain in lower abdomen Male: may not show symptoms watery/cloudy discharge from penis increased frequency/pain in passing urine tingling/itching inside penis pain in testicles 	 Female: pelvic inflammatory disease infertility babies born to infected female could have severe eye, ear, or lung infections Male: infertility due to infected testicles/prostate 	antibiotics
Gonorrhea Also called the "clap" a "dose" a "drip"	Bacteria	 Female: may not show symptoms increased vaginal discharge abnormal vaginal bleeding pain/bleeding during/after intercourse pain when passing urine pain in lower abdomen Male: may not show symptoms yellowish-green discharge from penis increased frequency/pain in passing urine tingling/itching inside penis pain in testicles 	disease infertility babies born to infected female could have severe eye, ear, or lung infections if not treated at birth Male: infertility due to infected testicles/prostate	antibiotics
Hepatitis B	Virus: hepatitis B virus (HBV)	 fatigue fever jaundice (yellowing of skin and whites of eyeballs) dark urine/pale stool abdominal pain nausea/vomiting poor appetite 	 liver damage, cirrhosis, liver cancer some people carry the virus forever 	 vaccine as a preventive measure, but not a cure

		STI Chart		
Name of STI	Viral, Bacterial, or Parasitic	Symptoms	Effects on Body	Treatment
Herpes	Virus: herpes simplex virus (HSV)	 tingling/itching in genital area tiny painful blisters/ sores in genital area cold sores/fever blisters on the lips (type 1) 	 may be fever/pain in joints flu-like symptoms painful urination does not affect fertility 	 no cure antiviral medications may heal sores more quickly and reduce multiplication of virus
Human papilloma virus (HPV) Also called genital warts venereal warts condyloma	Virus: HPV	 "cauliflower-like" appearance of warts grouped around anus, vagina, vulva, cervix, and on shaft of penis may not show symptoms 	 warts may appear years after infection occurs usually harmless and painless linked to increased risk of cervical cancer 	 special medications applied directly warts cryotherapy: "freezing" warts with liquid nitrogen
Pubic lice	Tiny insects (crabs)	 itching around genital area 	 scratching may cause infection requiring medication not always sexually transmitted 	 special creams, lotions, shampo
Syphilis Also called • "bad blood" • the "pox"	Bacteria	 stage 1: painless shallow sore (chancre) at site of infection stage 2: rash or mucous patches on palms of hands/soles of feet, swollen glands stage 3: heart disease, blindness, paralysis 	 may be fatal if progressed to stage 3 babies born to infected mothers may have birth defects/die 	 antibiotics/ penicillin injections
Human immuno- deficiency virus (HIV)	Virus: HIV	 <i>illnesses, infections, cancers</i> <i>diarrhea</i> <i>shortness of breath</i> <i>fever</i> <i>swollen glands</i> 	 damages body's immune system to the degree that there is no defence left in the body final stage is acquired immune deficiency syndrome (AIDS) fatal 	 no cure/no vaccine combinations of anti-retrovirals and drugs to hear reduce and prevent symptoms, treat infections, and prolong life

References:

Ontario Physical and Health Education Association (OPHEA). Ontario Health and Physical Education Curriculum Support: Grades K–10. Toronto, ON: OPHEA, 2000.

Ottawa, City of. People Services Department. *Teaching Sexuality Resource Kit*. 2nd ed. Ottawa, ON: City of Ottawa, People Services Department, 2002.

Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

Lesson 4A or Lesson 4B



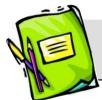
Learning Activity 10.5: Emotional Consequences of Becoming Sexually Active

Describe some feelings involved in sexually active relationships by answering the following questions in a short paragraph or in point form.

1. What are some of the emotional consequences of becoming sexually active?

Your answer might include the following thoughts:

- You might feel guilty or ashamed if being sexually active conflicts with your own personal values, or the values of your family, culture, or religious affiliation.
- You might feel confused if you are not sure about your relationship with your sexual partner. For example, you might want to have a lifelong, romantic relationship with your sexual partner, but he or she might want only to be friends with you.
- You might feel unprepared for all the complications that come with being sexually active.
- You might feel lonely if you don't talk about your sexual relationship with your family and friends. This feeling of loneliness may separate you from the important people in your life.
- If you are female, you might be afraid of getting pregnant. If you are male, you might be afraid that your partner may become pregnant.
- You might feel scared of contracting an STI or HIV/AIDS.
- You might feel worried about birth control, especially if you need to acquire some without your parents finding out.
- You might feel disappointed if your sexually active relationship is unfulfilling, or causes a lot of problems.
- You might feel out of control if your partner makes too many demands on you.
- 2. How might someone feel if the relationship with his or her sexual partner comes to an end?
 - You might feel used or betrayed.
 - You might feel exploited or confused about how being sexually active affects the relationship.
 - You might feel really disappointed that you shared something very intimate with someone you are no longer close to.
 - You might feel guilty about your sexual activity.
 - You might feel hurt by your former sexual partner.



Learning Activity 10.6: Why Young People Choose to Abstain or to Be Sexually Active

Using the following chart, identify some reasons why young people may choose to postpone sexual activity and reasons why young people may choose to be sexually active. Check your answers with those provided in the Learning Activity Answer Key at the end of this module. Remember, there is no right or wrong answer, just possible influences.

Reasons Why Young People May	Reasons Why Young People May
Choose to Postpone Sexual Activity	Choose to Be Sexually Active
 They feel that it is morally wrong. They feel that it is spiritually wrong. They do not want an STI. They are afraid of becoming pregnant or having their partner become pregnant. They are afraid of their parents or guardians finding out that they are sexually active. They are afraid that they will lose their good reputation. They have not found the right person with whom they want to become sexually active. They feel that they are not ready. 	 They are curious. They are under pressure from their partner. Their hormones are increasing their sexual feelings. They make poor decisions when they are using drugs or alcohol. They want to demonstrate love to their partner.

Abstinence: Postponing sexual intercourse

Having sex is a big decision, and a lot of teens decide to wait. Think about how you will know if you are ready to have sex.

Ask yourself ...

- How does having sex fit with my beliefs?
- Do I feel pressured?
- Do I have to 'prove' that I love my partner?
- How might having sex change the way I feel about myself?
- Do I believe that this will be a pleasurable experience for me?
- Will sex change my relationship?
- Do I feel comfortable with my body and how it works?
- Can I talk honestly with my partner about my feelings?
- How would I feel if other people knew I was having sex?
- Am I ready for this?
- Talk it over with someone you trust.

If you are not ready for sex, then abstinence is the choice for you. You decide what you are comfortable doing with your partner. Some activities you may consider are holding hands, kissing, massage, going for walks, talking, hugging, tickling, writing letters, body rubbing or touching, or kissing. You decide. Talk it over with your partner.

By choosing to have no sexual contact, you will avoid pregnancy and sexually transmitted infections. If you are engaging in some sexual contact, you can be safe from pregnancy and STIs by keeping semen and vaginal fluids totally away from a partner's vagina, anus and mouth; and by avoiding the skin to skin contact that could spread herpes or genital warts (HPV).

For more information, go to Deciding About Sex.

Birth Control Methods

How do birth control methods work?

Birth control methods work in one of several ways:

- by stopping the woman's ovaries from releasing an ovum (egg)
- by preventing the man's sperm and the woman's egg from meeting
- by thinning the lining of the uterus so that the fertilized egg doesn't stick to it.

How do I decide what birth control method to use?

You can answer the following questions to help you decide which method(s) to use:

- How does the method work?
- Do I need to see a doctor to get it?
- How well does the method work to prevent pregnancy?
- Does the method help prevent sexually transmitted infections (STIs)?
- What are the advantages and disadvantages of the method?
- Is there anything about the method that will discourage me from using it correctly?
- Do I have any health problems that I need to think about when choosing a method?
- Does the provincial health care plan pay for it? If not, can I afford the cost?
- Will my partner pay for part of the cost?
- What are my birth control needs at this time in my life? How do I feel about an unplanned pregnancy?
- How often do I have sex? Will I remember to have my method with me every time I have sex?
- Can I talk to my partner about birth control? Will my partner support my choice?
- Do I use drugs (including alcohol) that might cause me to take risks?
- Am I opposed to any methods because of personal beliefs?

What kinds of birth control are there?

There are many different methods of birth control. Some do not require a doctor's prescription. You can buy them at a pharmacy (drugstore) or large grocery store:

- Male condom
- Female condom
- Spermicides
- Contraceptive sponge

You must see your doctor for other methods of birth control:

- IUD
- The Pill
- The Patch
- Diaphragm
- Cervical cap
- Depo-provera
- Tubal ligation
- Vasectomy
- Nuva-Ring







The Birth Control Pill

See Glossary section for definitions of underlined words.

What is a birth control pill?

- The birth control pill (the Pill) is an oral contraceptive.
- It contains man-made hormones similar to the natural hormones that already exist in your body.

How does the Pill work?

- The Pill prevents your <u>ovaries</u> from releasing an ovum (egg) each month.
- The Pill makes the <u>cervical mucus</u> thicker. This makes it harder for sperm to get into the <u>cervix</u>.
- The lining of the <u>uterus</u> gets thinner so it is harder for a fertilized egg to stick to the uterus. So that even if an egg is produced and fertilized, it will not develop.

Does the Pill protect me from STIs and HIV?

- No. The Pill does not protect you against sexually transmitted infections.
- Always use a latex condom when you have sex. This will reduce your risk of getting an STI or HIV infection.

Where can I get the Pill?

You can get the pill from...

- your health care provider
- a teen clinic
- a walk-in clinic.

How do I use the Pill?

- Birth control pills come in packs of 21 days or 28 days. Your doctor or nurse will tell you how to start the Pill.
- Finish your pack by taking one pill every day at the same time.
- Take the Pill orally (swallow it) each day.

21-Day Package

- If you are using a 21-day package, take one pill at the **same time every day** for 21 days. Take seven days off after finishing the package. Then start another package.
- You cannot get pregnant during the week you are not taking the pills.
- You should have your period during these seven days.

28-Day Package

- If you are using a 28-day package, take one pill at the **same time every day** for 28 days. Don't skip any days between packages.
- The last seven pills are a different color, and they don't contain hormones. They help you remember to take your pill every day at the same time. They also help you remember when to start taking your new package of pills.
- You cannot get pregnant during these seven days.
- You should have your period during these seven days.

Will the Pill affect my period?

- The birth control pill should make your period regular.
- You may not bleed as much, or have as many cramps.

Does anything stop the Pill from working?

- Throwing up or having diarrhea one to four hours after you take your pill may flush the Pill from your body. This may mean the Pill will not work. Be sure to use another method of birth control (e.g., condom) for the rest of your pill package.
- Some drugs that you take can stop the Pill from working. If you take any drugs, tell your doctor or pharmacist that you are on the Pill. While you are taking these drugs, continue taking the Pill but use another birth control method as well.

How effective is the Pill?

- The Pill prevents pregnancy 97-99% of the time.
- It is very effective when you take one every day at the same time.

Are there any side effects?

Minor side-effects

When you begin taking the Pill you may feel some minor side effects. These are not dangerous. If they are very uncomfortable or last longer than a few months, talk to your doctor. Minor side effects include:

- nausea (sometimes taking the Pill with food or before bedtime helps get rid of nausea)
- headaches
- tiredness
- depression or sadness
- weight change
- less interest in sex
- sore breasts
- acne (pimples)
- bleeding between periods
- very light or missed periods
- increased hair growth.

Serious side-effects...

A very small number of women suffer more serious side-effects. These include heart attacks, strokes, blood clots in veins, high blood pressure, gallbladder disease, liver tumors, and migraine headaches.

See a doctor immediately if you have ...

- abdominal pain (severe)
- chest pain (severe), cough, shortness of breath
- headache (severe), dizziness
- weakness or numbness
- eye problems (vision loss or blurring)
- speech problems
- severe leg pain (calf or thigh)
- breast lumps
- severe depression.

Your health care provider will help you decide if you should take the Pill.

What if I miss a Pill?

- If you miss one pill, take it as soon as you remember it. Take the next pill at the usual time. **Be sure to use** another method of birth control for the rest of your pill package.
- If you miss two pills, take two pills as soon as you remember and two pills the next day at your regular time. Keep taking the rest of your pills as usual. **Be sure to use another method of birth control for the rest of**

your pill package.

- If you forget three or more pills in a row, start using another method of birth control right away and contact your health care provider for instructions.
- When you forget to take a pill(s) you may start to bleed (spotting). This is normal. Continue taking your pills. Be sure to use another method of birth control for the rest of your pill package.

What if I miss my period?

- Sometimes you can miss a period even if you have taken all your pills the right way. This can be a normal side-effect of the Pill or you **might** be pregnant. Keep taking your pills and have a pregnancy test to find out whether or not you are pregnant.
- If you miss periods often, talk to your health care provider.
- If you have missed any pills and miss a period, have a pregnancy test done right away.

Is the Pill safe for all women to use?

- No. Ask your health care provider if it is right for you. Tell him/her about any medical problems.
- Smoking while taking the Pill, increases the chance of serious side effects.

Remember...

- The Pill is most effective when you take one every day at the same time.
- To help you remember, combine taking the Pill with something else you do every day at the same time, such as going to bed, eating a meal, or brushing your teeth.
- The Pill does not work right away. Use another birth control method such as condoms with foam, sponge, or diaphragm for the first month you are taking the Pill.
- The Pill protects against pregnancy but does not protect against STIs.
- The Pill does not protect against pregnancy once you stop taking it.

If this method fails, and if you don't want to get pregnant, see a health care provider for <u>emergency contraception</u> as soon as you can.







Glossary:

Cervical mucus – The fluid produced by the cervix. The mucus changes in amount and consistency at different times of the menstrual cycle. Around the time of ovulation, the mucus is clear and slippery.

Cervix – The lower part of the uterus that opens into the vagina. It is also called the "neck of the uterus".

Emergency Contraception – A method used to avoid pregnancy after sex, due to lack of use or failure of a birth control method.

Ovaries – The female organs that store and release egg cells and produce the hormones estrogen and progesterone.

Uterus – A pear-shaped, hollow organ with muscular walls. The fetus grows in the uterus. The uterus is also called the "womb".

The Cervical Cap

See Glossary section for definitions of underlined words.

What is a cervical cap?

- The cervical cap is a thimble-shaped rubber cup. It has a firm, round rim.
- It fits snugly around the <u>cervix</u>.
- Suction holds it in place.
- It comes in different sizes. Your health care provider will measure your cervix to see what size you need.

How does it work?

- It is a barrier. It stops the sperm from meeting the egg by covering the cervix. Use <u>spermicide</u> with the cervical cap.
- The cervical cap will prevent pregnancy 82-94% of the time.
- Use the cervical cap every time you have sexual intercourse.

How do I use the cervical cap?

- Ask your doctor or nurse to show you how to put it in properly.
- Fill the cervical cap about 1/3 full with spermicidal jelly (do not put spermicide jelly around the rim).
- Put the cervical cap in your vagina, covering your cervix, before you have sexual intercourse.
- Use an applicator to put more spermicidal jelly into your vagina if you are having intercourse more than once. Do not remove the cervical cap, because that would let the sperm in.
- If you find this too messy, use condoms for repeated intercourse while the cervical cap is in place.
- Leave the cervical cap in the vagina for 6-8 hours after the last time you had sex. This is so the spermicide has time to kill the sperm. Do not douche, or take a bath during this time. It is safe to leave it in for up to 24 hours, but not longer.
- To remove the cervical cap, you need to hook your finger over the edge to release the suction.

How do I care for the cervical cap?

- Wash it with mild soap and water.
- Check for holes by holding it up to the light or running water into it.
- Dry it carefully and put it back in its container.

When will I need a new cervical cap?

You may need a new cervical cap:

- If you lose or gain 10 to 15 pounds
- After having a baby, miscarriage or an abortion
- After any kind of abdominal surgery
- If it feels uncomfortable
- After one year of use, or manufacturer's instructions

Are there any side effects to the cervical cap?

- A very few women will get Toxic Shock Syndrome
- Some women may be allergic to the spermicide. It may cause skin irritation. Tiny tears in the skin will increase the risk of getting sexually transmitted infections such as HIV.

Where do I get a cervical cap?

- You need a doctor's prescription for a cervical cap.
- You can get the cervical cap at some pharmacies, or ask your health care provider.

Note: if this method fails, and if you don't want to get pregnant, see a health care provider for <u>emergency contraception</u> as soon as you can.







Glossary:

Cervix – The lower part of the uterus that opens into the vagina. It is also called the "neck of the uterus".

Emergency Contraception – A method used to avoid pregnancy after sex, due to lack of use or failure of a birth control method.

Spermicide – A product containing chemical that kills sperms. It comes in jellies, foam, suppositories, and film (a thin plastic-like square sheet).

Toxic Shock Syndrome – An infection that is caused by bacteria. It is a rare infection associated with the use of tampons.

The Contraceptive Patch (Ortho Evra)

See Glossary section for definitions of underlined words.

What is the Contraceptive Patch?

- The Contraceptive Patch is a small, smooth, beige, square patch placed on the skin.
- It contains man-made hormones similar to the natural hormones that already exist in your body.
- The Patch releases (through the skin) man-made hormones similar to the natural hormones that already exist in your body. It lasts one week. You wear a new patch for 3 weeks of every month.

How does the Patch work?

- The Patch prevents your ovaries from releasing an ovum (egg) each month.
- The Patch makes the <u>cervical mucus</u> thicker. This makes it harder for sperm to get into the <u>cervix</u>.
- It changes the lining of the uterus. The lining of the uterus gets thinner so it is harder for a fertilized egg to stick to the <u>uterus</u>. So that even if an egg is produced and fertilized, it should not develop.

Does the Patch protect me from STIs (Sexually Transmitted Infections) and HIV?

- No. The Patch does not protect you against STIs and HIV
- Always use a latex condom when you have sex. This will reduce your risk of getting an STI or HIV.

Where can I get the Patch?

You can get the Patch from...

- your health care provider.
- a teen clinic
- a walk-in clinic.

How do I use the Patch?

- Place the Patch on the buttocks, abdomen, upper body (front or back, not the breast), or upper outer arm.
- Wear a new Patch every week for 3 weeks in a row. Wear it in a different place each week.
- Always change the Patch on the same day of the week.
- Do not wear the Patch on the 4th week (the Patch-free week). This is the time you get your period)
- Wear a new Patch on the same day of the 5th week to start a new cycle.
- You can wear the Patch while swimming, doing exercise, taking shower or bath, or during hot and humid weather.

How soon does it start working?

• Normally the Patch starts working after 14 days. To be sure, use another method of birth control (condoms and foam or sponge) for the first month.

How effective is the Patch?

• The Patch prevents pregnancy 99% of the time, when you use the Patch correctly.

Are there any side effects?

You may feel some minor side effects. If they are very uncomfortable or last longer than a few months, talk to your doctor. Minor side effects include:

- nausea
- headaches
- breast discomfort
- skin irritation at patch site
- abdominal pain
- menstrual cramps
- changes in appetite
- depression or sadness

Is the Patch safe for all women to use?

Ask your health care provider if it is right for you. Tell him/her about any medical problems. The patch may not be right for you if:

- you smoke
- you are breastfeeding
- you weigh more than 198 pounds
- you have a family history of breast cancer
- you have had heart disease, serious liver disease, diabetes, or high blood pressure

Note: if this method fails, and if you don't want to get pregnant, see a health care provider for <u>emergency</u> <u>contraception</u> as soon as you can.







Glossary:

Cervical mucus – The fluid produced by the cervix. The mucus changes in amount and consistency at different times of the menstrual cycle. Around the time of ovulation, the mucus is clear and slippery.

Cervix - The lower part of the uterus that opens into the vagina. It is also called the "neck of the uterus".

Emergency Contraception – A method used to avoid pregnancy after sex, due to lack of use or failure of a birth control method.

Uterus – A pear-shaped, hollow organ with muscular walls. The fetus grows in the uterus. The uterus is also called the "womb".

See Glossary section for definitions of underlined words.

Depo-Provera

What is Depo-Provera?

- Depo-Provera is a hormone given by injection (a needle).
- Each injection protects against pregnancy for three months.
- The injection is usually given in the buttocks, or upper arm by a health care provider.

How does it work?

- Depo-Provera is a hormone (progestin). This hormone stops your ovaries from releasing an ovum (egg) each month. If there is no egg, you cannot get pregnant.
- It makes the <u>cervical mucous</u> thicker. This makes it harder for sperm to get into the <u>uterus</u>.
- It also changes the lining of the uterus so it is harder for a fertilized egg to stick to the uterus. Even if an egg is released and fertilized, it will not continue to grow.
- Depo-Provera prevents pregnancy 99.7% of the time.
- Each injection gives you protection against pregnancy for 12 weeks.

How soon does it start working?

- When you have the Depo-Provera injection within the first five days of your <u>menstrual cycle</u>, it works 24hrs after the injection.
- When you have the Depo-Provera injection **after** the first five days of your menstrual cycle, it works after 14 days
- When the Depo-Provera injection is given to a woman after she has given birth, or had a miscarriage or an abortion, it works immediately.

Where can I get Depo-Provera?

- You can get Depo-Provera from your health care provider.
- Talk to your health care provider if cost is a problem for you.

Before I start to use Depo-Provera, what will the health care provider need to know?

The health care provider needs to know if:

- You are pregnant or think you are pregnant
- You have a liver disease, heart problems, seizures, diabetes or asthma
- You have migraine headaches or depression
- You are using any medication including contraceptives
- You have any allergies
- You have experienced heavy vaginal bleeding
- You have lumps, swelling or tenderness in your breasts
- You have any medical conditions or illness
- You have had a Pap test, and if so, when was your last Pap test.

If you have any questions or concerns regarding any of these health conditions, you should talk to a health care provider.

Does it protect me from STIs and HIV?

• **NO**. Always use a latex or polyurethane male/external condom or a female/internal condom when you have sex to reduce the risk of getting an STI (sexually transmitted infection) or HIV infection.



How often do I have the injection?

- You have the injection once every 10-12 weeks (four times a year).
- You must remember to have the injection on schedule.
- Depo-Provera does not protect against pregnancy when you are late for your injection.

What if I forget or can't come on time to get my three-month injection?

- You must get your injection within 10-12 weeks of the last one. If you wait longer than 13 weeks, you should have a pregnancy test done before your next injection.
- You should also use another form of birth control for 2 weeks after a late injection.

Are there side effects?

- There is slightly increased risk of <u>osteoporosis</u> from taking Depo-Provera.
- Some women using this method have bleeding between periods, heavy periods or no periods at all.
- Other common side effects include breast tenderness, increased appetite, mood changes, headache or dizziness, and a decrease in sex drive.
- You cannot stop the effects of Depo-Provera immediately. The side effects are likely to last until the drug has totally worn off.
- It takes an average of 9months for your fertility to return after you have stopped using the drug.

Studies have shown that women who have used Depo-Provera for a long time have a slight decrease in the calcium in their bones. This can contribute to the development of a condition called <u>osteoporosis</u>. Exercise, enough calcium (1000mg/day), and not smoking can help to prevent osteoporosis for all women.

Where can I get more information?

- From your health care provider, community health clinic, or public health nurse.
- From the Facts of Life On-Line: e-mail your questions to thefactsoflife@serc.mb.ca.
- From the following website: <u>www.sexualityandu.ca</u>.

Important: If you did not take the Depo-Provera on time and did not use another form of birth control method during sex, see a health care provider or pharmacist for <u>emergency contraception</u>.

Glossary:

Cervical mucous – The fluid produced by the cervix (the lower part of the uterus that opens into the vagina). The mucous changes at different times of the menstrual cycle. Around the time of ovulation, the mucous is clear and slippery.

Emergency Contraception – Medication used to avoid pregnancy after sex when you didn't use birth control or the birth control didn't work (for example, the condom broke).

Menstrual Cycle – The length of time between the 1st day of a woman's menstruation (period) in one month and the 1st day of her menstruation the next month (measured in days).

Osteoporosis and Depo-Provera – The increased risk of thinning bones (osteoporosis) for women who have used Depo-Provera (hormonal injection). Adequate intake of calcium and vitamin D, weight-bearing activity, and avoiding cigarette smoking may help to prevent osteoporosis. Individuals at increased risk include:

- women who don't have their recommended daily amount of calcium
- very athletic women who do not have a period
- women who have been pregnant numerous times
- women with certain medical conditions.

Depo-Provera is one of the very effective forms of birth control. Do not stop this form of birth control without talking to your health care provider. Be informed about your choice. Be educated and choose birth control that is right for you.

Pap Test – A test in which a sample of cells from the cervix are removed to check for any changes in the cervix. Treating early changes may prevent cancer of the cervix.

Uterus – A pear-shaped, hollow organ with muscular walls. The fetus grows in the uterus during pregnancy. The uterus is also called the "womb".

See Glossary section for definitions of underlined words.

Diaphragms

What is a diaphragm?

- The diaphragm is a shallow dome-shaped soft rubber cup. It has a flexible rim.
- Your health care provider will measure your vagina to see what size diaphragm you need.

How does it work?

- The diaphragm is a barrier. It holds spermicide over the cervix to kill sperm before they can reach the egg (ovum). Always use <u>spermicide</u> with the diaphragm.
- The diaphragm will prevent pregnancy 84-94% of the time.
- You need to use it every time you have sexual intercourse.

How do I use the diaphragm?

- Ask your doctor or nurse to show you how to put it in properly.
- Put about a teaspoon of spermicidal jelly around the rim and in the centre of the diaphragm.
- Put the diaphragm in your vagina before you have sexual intercourse (up to 6 hours before sex).
- Use an applicator to put more spermicidal jelly into your vagina if you wait more than one hour between inserting the diaphragm and having vaginal intercourse.
- Use an applicator to put more spermicidal jelly into your vagina if you are having intercourse more than once. Do not remove the diaphragm, because that would let the sperm in.
- If you find this too messy, use condoms for repeated intercourse while the diaphragm is in place.
- Leave the diaphragm in the vagina for 6-8 hours after the last intercourse. This is so the spermicide has time to kill the sperm.
- Do not douche, or take a bath during this time. Showers are okay.
- It is safe to leave the diaphragm in for up to 24 hours, but not longer.
- To remove the diaphragm, hook your finger around the rim and pull.

How do I care for the diaphragm?

- Wash it with mild soap and water.
- Check for holes by holding it up to the light or running water into it.
- Dry it carefully and put it back into its container.

When will I need a new diaphragm?

You may need a new diaphragm:

- If you lose or gain 10 to 15 pounds
- After having a baby, miscarriage or an abortion
- After any kind of abdominal surgery
- If it feels uncomfortable
- After one year of use, or follow the manufacturer's instruction.



Does a diaphragm protect me from STIs and HIV?

 No. Always use a latex condom or female condom when you have sex to reduce the risk of getting an STI (sexually transmitted infection) or HIV infection.

Are there any side effects to a diaphragm?

- A very few women will get <u>Toxic Shock Syndrome</u> or urinary tract (bladder) infection.
- Some women may be allergic to the spermicide. It may cause skin irritation. Tiny tears in the skin will increase the risk of getting sexually transmitted infections such as HIV.

Where do I get a diaphragm?

• You need a doctor's prescription for a diaphragm.

Where can I get more information?

- From your health care provider, community health clinic, or public health nurse.
- From the Facts of Life On-Line: e-mail your questions to thefactsoflife@serc.mb.ca.

If this method fails, and if you don't want to get pregnant, see a health care provider or pharmacist for emergency contraception as soon as you can.

Glossary:

Cervix - The lower part of the uterus that opens into the vagina. It is also called the "neck of the uterus".

Emergency Contraception – A method used to avoid pregnancy after sex, because a birth control method failed or was not used.

Spermicide – A product containing chemical that kills sperms. It comes in jellies, foam, suppositories, and film (a thin plastic-like square sheet).

Toxic Shock Syndrome – An infection that is caused by bacteria. It is a rare infection that may occur if the diaphragm is left in longer than 24 hours.

Vagina – The muscular tube inside a woman's body where the menstrual blood comes out from the uterus, where a baby comes out from the uterus during childbirth, and where a penis can go in for vaginal intercourse.

Developed in collaboration with Klinic Community Health Centre and Literacy Partners of Manitoba Sexuality Education Resource Centre 2007, Revised 2011

Emergency Contraceptive Pill (ECP)

What is ECP?

- ECP is an emergency contraception medication used to prevent pregnancy *after* sex when you didn't use birth control or the birth control didn't work (for example, the condom broke).
- It comes as two pills.
- Some people call it "the Morning After Pill".
- The brand currently available is called "Plan B".
- You can get ECP at pharmacies and community health clinics. You don't need a prescription.

Who can take ECP?

- Almost all women can take ECP safely.
- You should NOT use ECP if you know you are pregnant (mainly because it won't work).

Note: If you think you are pregnant from other unprotected sex that happened over a week ago, consider getting a pregnancy test first before using ECP. Pregnancy tests are available at any pharmacy, doctor, or community health clinic.

What counts as unprotected sex?

Unprotected sex includes the following:

- You had sex but weren't using any birth control, or the birth control you used may not have worked.
- A condom broke, or fell off, and you weren't using any other birth control.
- You missed two or more birth control pills in a pack.
- You were more than a week late for your birth control injection ("Depo-Provera").

Note: ECP also can be used if you were forced to have sex. If this happens, call the Sexual Assault Crisis Line at 786-8631 or 1-888-292-7565.

When should I take ECP?

- Swallow the 2 pills together as soon as possible.
- If you take 2 pills at once you do NOT need to take any more pills later on.
- This method is different than what the package says to do, but we know it works as well as taking the 2 pills separately.

What will ECP do?

- If taken within 24 hours of unprotected sex, it will reduce the chances of pregnancy by about 95%.
- If taken within 48 hours of unprotected sex, it will reduce the chances of pregnancy by about 85%.
- If taken within 72 hours of unprotected sex, it will reduce the chances of pregnancy by about 58%.
- ECP may work up to 5 days after unprotected sex.
- You can expect a period within 1-3 weeks of taking ECP. See your health care provider for a pregnancy test if you don't get a period within 3 weeks.



What will ECP not do?

- ECP will NOT prevent pregnancy all of the time.
- ECP will NOT stop a pregnancy if you're already pregnant.
- ECP will NOT protect you from sexually transmitted infections (STIs) including HIV or AIDS.

Are there any side effects?

Serious side effects are rare. Minor side effects could include:

- Bleeding or spotting between periods
- Your period may come at a different time than usual
- Nausea (feeling sick to the stomach) and vomiting (puking)
- Abdominal (stomach) pain
- Headache or feeling tired

Can I take anything to stop feeling sick?

- Most women don't feel nausea or do not vomit after taking ECP, but you can take a half or a whole anti-nausea pill (Gravol, 50 mg pill) 30 minutes before taking ECP to prevent vomiting (puking).
- If you do vomit within 1 hour after taking the pills, they might not work; and you should try to take 2 more pills.

Can I take ECP whenever I have unprotected sex?

- Use ECP as emergency contraception only.
- Using ECP frequently is not harmful, but it is not a reliable method of birth control.
- If you think you are going to have sex, use a more reliable method of birth control.

What if I take ECP and don't know that I'm pregnant?

- ECP will not end an existing pregnancy.
- There is no evidence that ECP will harm the fetus.

What should I do after I finish taking ECP?

- If you have sex again, use reliable birth control.
- If you have birth control pills, you can start a new pack right away after taking ECP. You do not have to wait for your period to start.
- Make sure you see your health care provider for a pregnancy test if you don't get a period within 3 weeks after taking ECP.
- You can go to a community health clinic or talk to a public health nurse about birth control, STI tests, a Pap test, pregnancy test, or other health issues.

What if I get pregnant despite taking ECP?

- If you are pregnant, talk to a pregnancy counselor at a community health clinic or public health nurse right away.
- Consider your options and make the choice that is right for you.

Where can I get more information?

- From your health care provider, community health clinic, or public health nurse
- From the Facts of Life On-Line: e-mail your questions to thefactsoflife@serc.mb.ca.
- From websites <u>www.sexualityandu.ca</u> or <u>www.serc.mb.ca</u>

See Glossary section for definitions of underlined words.

IUD - Intra-Uterine Device

What is an IUD?

- An IUD is a small piece of plastic that a health care provider inserts into your <u>uterus</u> to prevent pregnancy.
- The most common IUD is T- shaped with a copper wire wrapped around it.

How does it work?

- The copper wire on the IUD changes conditions inside the uterus so that <u>sperm</u> cannot live.
- The IUD will prevent pregnancy 99% of the time. It is about as effective as tying your tubes.
- Some IUDs can stay in place for up to 5 years.

Where can I get an IUD?

- See a health care provider who will give you a prescription for an IUD.
- Take your prescription to a pharmacy to buy the IUD.
- Take the IUD back to your health care provider to have it put in.
- An IUD can be expensive. If cost is a problem, talk to your health care provider. (Some doctors or community clinics have a supply of IUDs in their offices.)

How do I use an IUD?

- Your health care provider will examine you to check for pregnancy or any infections.
- The health care provider will do a pelvic exam (internal exam). She/he will insert a speculum (instrument) into your vagina to see your cervix and wash it with an antiseptic solution.
- Next, she/he will insert an IUD into your uterus through the vagina. This can feel uncomfortable so you may want to ask for pain pills ahead of time.
- The health care provider will leave the two plastic threads or strings that hang down through the cervix into the vagina. These strings are very thin and do not hang outside the body.
- You may want to check the strings from time to time to make sure they are still there. This means the IUD is still in place.

When should I start using an IUD?

• An IUD can be inserted at any time. Some health care providers prefer to insert them during your period.

Does an IUD protect me from STIs and HIV?

• NO. Always use a latex or polyurethane male condom or a female condom when you have sex. This will reduce the risk of getting an STI (sexually transmitted infection), including HIV infection.

Are there any side effects?

Minor side effects include:

- Cramping and discomfort when the IUD is put in.
- Heavier and more painful periods
- The IUD falls out.



Serious side effects are rare, but can include:

- <u>Ectopic pregnancy</u>
- <u>Pelvic inflammatory disease</u> (PID)

What else do I need to know?

- If you get a <u>sexually transmitted infection</u> (STI) with an IUD in place, you may get PID. PID could damage your reproductive organs. You may not be able to have children in the future.
- You may have an STI and not have any symptoms. If you have had unprotected sex, it is important to go to a community health clinic or walk-in clinic and ask for an STI test.
- See your health care provider at once if you have any signs of an infection, such as fever, chills, unusual discharge or smelly discharge. You need to receive treatment to stop the infection from developing into PID.

If the IUD is not right for you, talk to your health care provider about IUS or "Mirena".

What do I do if I want my IUD taken out?

• If you want to have your IUD taken out, you **must** see a health care provider. Do not try to take an IUD out by yourself.

What do I do if my IUD comes out?

• Call your health care provider and use another kind of birth control such as condoms.

Where can I get more information?

- From your health care provider, community health clinic, or public health nurse.
- From the Facts of Life On-Line: e-mail your questions to thefactsoflife@serc.mb.ca.
- From the website: <u>www.sexualityandu.ca</u>.

If your IUD comes out, and if you don't want to get pregnant, see a health care provider or pharmacist for <u>emergency contraception</u> as soon as you can.

Glossary:

Cervix – The lower part of the uterus that opens into the vagina. It is also called the "neck of the uterus".

Ectopic pregnancy – A pregnancy which starts to grow in one of the <u>fallopian tubes</u>, instead of inside the uterus.

Emergency Contraception – Medication used to avoid pregnancy after sex when you didn't use birth control or the birth control didn't work (for example, the condom broke).

Fallopian Tube – The egg travels down this tube from the ovary to the uterus.

Pelvic inflammatory diseases (PID) – An infection of the uterus, the fallopian tubes or ovaries, which is caused by bacteria. It can lead to infertility if it is not treated. Early treatment of PID is the best way to prevent infertility and other health problems.

Sexually Transmitted Infection – Infections caused by viruses or bacteria that are passed from one person to another through sex. They are also called STDs or STIs.

Speculum – A plastic or metal instrument inserted into the vagina to spread the vaginal walls apart so the cervix can be examined.

Sperm – The male reproductive cell; carried out of the penis in the semen during ejaculation

Uterus – A pear-shaped, muscular organ. A fetus grows in the uterus during pregnancy. The uterus is also called the "womb".

Vagina – The muscular tube inside a woman's body where the menstrual blood comes out from the uterus, where a baby comes out from the uterus during childbirth, and where a penis can go in for vaginal intercourse.

Developed in collaboration with Klinic Community Health Centre and Literacy Partners of Manitoba Sexuality Education Resource Centre 2007; Revised 2010; Revised 2012

What You Should Know About ... IUS - Intra-Uterine System (Mirena)

See Glossary section for definitions of underlined words.

What is an IUS (Mirena)?

- An IUS is a small piece of plastic that a health care provider can insert into your <u>uterus</u> to prevent pregnancy.
- It is T-shaped. It has a small reservoir that slowly releases a hormone.

How does an IUS work?

- The IUS reservoir releases the hormone progestin into the lining of the uterus. •
- The hormone makes the cervical mucous thicker. This makes it harder for sperm to get into the uterus. •
- The hormone also thins the lining of the uterus, making it harder for a fertilized egg to stick to the uterus. Even if an • egg is released and fertilized, it will not continue to grow.
- Some women do not ovulate when they are using an IUS.
- It prevents pregnancy 99.9% of the time. •
- An IUS can prevent pregnancy for up to 5 years.

Where can I get an IUS?

- See a health care provider who will give you a prescription.
- Take your prescription to a pharmacy to buy the IUS. •
- Take the IUS back to your health care provider to have it put in.
- It can be expensive. If cost is a problem, talk to your health care provider. •

How do I use an IUS?

- Your health care provider will examine you to check for pregnancy or any infections.
- The health care provider will do a pelvic exam (internal exam). S/he will insert a speculum (instrument) into your • vagina to see your <u>cervix</u> and wash it with an antiseptic solution.
- Next, s/he will insert an IUS into your uterus. In most cases this takes only a few minutes. It can feel uncomfortable • so you may want to ask for pain pills ahead of time.
- The health care provider will leave the two plastic threads or strings that hang down through the cervix into the vagina. These strings are very thin and do not hang outside the body.
- You may want to check the strings from time to time to make sure they are still there. This means the IUS is still in • place.

Does an IUS protect me from STIs or HIV?

No. Always use a latex or polyurethane male condom or an internal/female condom when you have sex. This will reduce the risk of getting an STI (sexually transmitted infection) or HIV infection.

Are there side effects?

Minor side effects include:

- Some discomfort when the IUS is put in
- Irregular bleeding for the first three to six months
- No period after one year of use for some women



Serious side effects are rare, but include:

- <u>Ectopic pregnancy</u>
- Pelvic Inflammatory Disease (PID)

What else do I need to know?

- If you get a <u>sexually transmitted infection</u> (STI) with an IUS in place, you may get PID. PID could damage your reproductive organs. You may not be able to have children in the future.
- You may have an STI and not have any symptoms. If you have had unprotected sex, it is important to go to a community health clinic or walk-in clinic and ask for an STI test.
- See your health care provider *at once* if you have any signs of an infection, such as fever, chills, unusual discharge or smelly discharge. You need to receive treatment to stop the infection from developing into PID.

What do I do if my IUS comes out?

- Call your health care provider.
- Use another kind of birth control, such as condoms.

What do I do if I want my IUS taken out?

• You must see a health care provider. Do not try to take an IUS out by yourself.

Where can I get more information?

- From your health care provider, community health clinic, or public health nurse.
- From the Facts of Life On-Line: e-mail your questions to thefactsoflife@serc.mb.ca.

If your IUS comes out, and if you don't want to get pregnant, see a health care provider or pharmacist for <u>emergency contraception</u> as soon as you can.

Glossary:

Cervical mucous – The fluid produced by the cervix. The mucous changes at different times of the menstrual cycle. Around the time of ovulation, the mucous is clear and slippery.

Cervix – The lower part of the uterus that opens into the vagina. It is also called the "neck of the uterus".

Ectopic pregnancy – A pregnancy which starts to grow in one of the <u>fallopian tubes</u>, instead of inside the uterus.

Emergency Contraception – Medication used to avoid pregnancy *after* sex when you didn't use birth control or the birth control didn't work (for example, the condom broke).

Fallopian Tube – The egg travels down this tube from the ovary to the uterus.

Ovulate – To produce and release an egg (ovum) from an ovary.

Pelvic inflammatory diseases (PID) – An infection of the uterus, the fallopian tubes or ovaries. It is caused by bacteria. It can lead to infertility if it is not treated. Early treatment of PID is the most effective way to prevent infertility and other health complications.

Sexually Transmitted Infection – Infections caused by viruses or bacteria that are passed from one person to another through sex. They are also called STDs or STIs.

Speculum – A plastic or metal instrument inserted into the vagina to spread the vaginal walls apart so the cervix can be examined.

Uterus – A pear-shaped, muscular organ. The fetus grows in the uterus during pregnancy. The uterus is also called the "womb".

Vagina – The muscular tube inside a woman's body where the menstrual blood comes out from the uterus, where a baby comes out from the uterus during childbirth, and where a penis can go in for vaginal intercourse.

Male Condoms

See Glossary section for definitions of underlined words.

What is a condom?

• A condom is a latex rubber or polyurethane pouch. It fits over the <u>penis</u> during sexual intercourse.

How does the condom work?

• The condom is a barrier. It stops sperm from getting into the <u>vagina</u>, <u>anus</u>, or mouth during vaginal, anal or oral sex. It will prevent pregnancy 85-97% of the time.

Can the condom protect me from STIs and HIV?

- Yes. The condom offers protection against most sexually transmitted infections (STIs) including HIV. The internal/female condom is the only other method of birth control that will do this.
- The condom may not protect you against the viruses that causes genital warts or herpes, if they are on parts of the skin not covered by a condom.

What kind of condom should I use?

- Use latex or polyurethane condoms. They will protect you from most sexually transmitted infections (STIs) and HIV.
- Use lubricated latex condoms with a reservoir tip. Lubricated condoms offer better protection because they go on your penis and into the vagina or anus more easily. Non-lubricated condoms are good for oral sex.
- There are also condoms that come in different colours, flavours, sizes and textures (feel). Read the label to make sure they offer protection from STIs and pregnancy.

Where can I buy condoms?

- You can buy condoms at drug stores, some supermarkets and convenience stores, and washroom vending machines.
- Make sure that the packages say that the condom will protect you against pregnancy and sexually transmitted infections.
- Your community clinic or public health nurse may give you low-cost or free condoms.

How do I use a condom?

Important: Make sure to put a condom on the erect (hard) penis before you have any contact with your partner's vagina, anus or mouth. This will prevent pregnancy and sexually transmitted infections.

- 1. Carefully unwrap the condom package and take out the condom.
- 2. You can put a drop of water-based lubricant inside the tip of the condom for more pleasure.
- 3. Make sure the "ring" of the condom is on the outside so that the condom will roll easily down the penis.
- 4. If you are not circumcised, pull back your foreskin before you put on the condom.
- 5. Pinch the reservoir tip at the top of the condom to remove all the air. Otherwise the semen will have no place to go.
- 6. Pinch the tip with one hand (with your index finger, middle finger and the thumb). Then roll the condom all the way down the erect (hard) penis with the other hand. If you like, you can ask your partner to do this part. You can put water-based lubricant on the outside of the condom.
- 7. If you can't roll the condom down, the "ring" may be inside. Throw the condom away and use a new one



- 8. After you <u>ejaculate</u>, hold on to the condom and pull out from your partner. If you leave your penis inside your partner's body until it is soft, the condom will leak. If you continue having sex and the condom is full of ejaculate or "cum", the condom may break.
- 9. Take the condom off away from your partner's vagina or anus.
- 10. Check to see if there were any tears or holes. Throw the condom away in the trash can. Do not flush condoms down the toilet.

What if the condom leaks or breaks?

See a health care provider as soon as possible for <u>emergency contraception</u>.

Can I reuse a condom?

No. You must use a new condom every time you ejaculate or have sex. Never reuse a condom.

What are some other things to remember?

- Practice using a condom a few times before you have sexual intercourse for the first time. It is easy to use a condom once you learn how.
- Always check the expiry date on the condom package or box. Don't use them if they are past their expiry date.
- Be sure the package is sealed and has air in it. If the package is totally flat, throw it away.
- Be careful not to tear the condom when opening the package.
- Store condoms in a cool dry place, like a handbag, drawer or loose pocket. Sunlight and heat can break down the latex in the condoms. For this reason, don't keep them in the glove compartment in your car, a back pocket or your wallet.
- Add water-based lubricants to the inside and outside of the condom to increase sexual pleasure. Also, condoms are less likely to break if you put a drop of water based lubricant on the outside of the condom.
- Use water-based lubricants only. Never use oil based lubricants like vaseline, cooking oil, margarine, hand cream or baby oil. They can break down latex condoms.

Where can I get more information?

- From your health care provider, community health clinic, or public health nurse.
- From the Facts of Life On-Line: e-mail your questions to thefactsoflife@serc.mb.ca.

If this method fails, and if you don't want to get pregnant, see a health care provider or pharmacist for <u>emergency contraception</u> as soon as you can.

Glossary:

Anus – The opening to the rectum (in the bum).

Emergency Contraception – Medication used to avoid pregnancy *after* sex when you didn't use birth control or the birth control didn't work (for example, the condom broke).

Ejaculate/Ejaculation – The release of semen from the penis. "Ejaculate" is also known as "come" or "cum" (street language.)

Penis – The external male sex organ, used for urination (peeing) and sexual intercourse.

Vagina – The muscular tube inside a woman's body where the menstrual blood comes out from the uterus, where a baby comes out from the uterus during childbirth, and where a penis can go in for vaginal intercourse.

Developed in collaboration with Klinic Community Health Centre and Literacy Partners of Manitoba Sexuality Education Resource Centre MB 2007; Revised 2010, 2012

Reproductive & Sexual Rights

See Glossary section for definitions of underlined words.

What are my Reproductive and Sexual Rights?

In Canada, you have the right to make decisions about your body. You have the right to:

- Decide whether or not to have children, when to have children, and how many children to have
- Choose a <u>birth control</u> method that is right for you
- Receive sexual and reproductive health care services
- Receive information about sexual and reproductive health
- Choose your partner
- Agree whether or not to have sexual relations
- Decide when to have sex or not
- Choose whether or not to marry
- Protect yourself and your partner from sexually transmitted infections/HIV
- Choose your own doctor.

What are my rights when seeing a doctor?

It's important to feel comfortable with your doctor. You have the right to:

- Spend enough time to talk about your health care needs
- Be treated with respect
- Ask questions and get answers that you understand. Write your questions down on a piece of paper and take it with you.
- Have someone with you for the whole appointment, including the physical exam
- Make decisions about your health care without anyone else knowing about it
- Change doctors.

What can I do if I don't want to have children (get pregnant) now?

If you decide not to have children:

- You can decide not to have sex
- You can decide to have sex and use birth control.

Where can I get more information?

- From your health care provider, community health clinic, or public health nurse.
- From the Facts of Life On-Line: e-mail your questions to thefactsoflife@serc.mb.ca.
- From SERC's website: www.serc.mb.ca.

Glossary:

Birth Control – The different ways of preventing pregnancy.

Developed in collaboration with Klinic Community Health Centre and Literacy Partners of Manitoba Sexuality Education Resource Centre 2007; Revised 2010, 2012



See Glossary section for definitions of underlined words.

Sexual Reproduction

How does the reproductive system work?

- 1. Every month or so, a woman's body gets ready to get pregnant. An egg (ovum) from one of two <u>ovaries</u> starts to mature. The lining of the uterus thickens.
- 2. When the egg is ripe, it bursts out of the ovary. This is called ovulation. The egg travels up the <u>fallopian tube</u> toward the <u>uterus</u>.
- 3. This is the time when a woman is "fertile" (when she could get pregnant).
- 4. When the man <u>ejaculates</u> during intercourse, millions of <u>sperm</u> are released in the <u>vagina</u>.
- 5. If a sperm joins with the egg, the egg is called a "fertilized egg".
- 6. The fertilized egg then travels down the tube to the uterus and attaches itself to the wall of the uterus.
- 7. The fertilized egg will need the thick lining of the uterus for nourishment (food) and will start to grow into an <u>embryo</u>, then a <u>fetus</u>.
- 8. A baby is ready to be born 40 weeks from the last menstrual period.
- 9. If the egg is not fertilized, the thick lining of the uterus is not needed. The body gets rid of this lining. It passes out through the <u>cervix</u> and then the vagina. This is called <u>menstruation</u> or "having your period".

How does a woman know when she's fertile?

During the "fertile" time, a woman may notice that her vaginal <u>discharge</u> is clear and slippery. This mucus helps sperm travel up into the uterus. A woman may not be aware of when she is fertile.

Does the man have to ejaculate for the woman to get pregnant?

Even before ejaculation, when the <u>penis</u> gets erect (hard), the small amount of wetness on the tip of the penis contains thousands of sperm. This is called pre-ejaculatory fluid or pre "cum". This small amount is enough to get a woman pregnant.

Is there a safe time to have sex and not get pregnant?

- Sperm can remain in a woman's body for several days after sexual intercourse. Even if you do not have intercourse during the "fertile time" there can still be sperm present to fertilize the egg when you do ovulate.
- Not all women have the same cycle. They may not know when they are ovulating and some women ovulate more than once in each cycle. So, there is never a safe time to have unprotected sex if you don't want to get pregnant. Use <u>birth control</u>.

Does a woman have to have sex or have a baby if she doesn't want to?

No. Find out about REPRODUCTIVE AND SEXUAL RIGHTS and birth control.

Where can I get more information?

- From your health care provider, community health clinic, or public health nurse.
- From the Facts of Life On-Line: e-mail your questions to thefactsoflife@serc.mb.ca.



See over for Glossary

Glossary:

Birth Control – The different ways of preventing pregnancy.

Cervix – The lower part of the uterus that opens into the vagina. It is also called the "neck of the uterus".

Discharge – The release of any substance from anywhere on the body.

Ejaculate/Ejaculation – The release of semen from the penis. "Ejaculate" is also known as "come" or "cum" (street language).

Embryo – A word for the early stage of development of a baby, from the time of conception to the end of the second month of pregnancy.

Fallopian Tube – Two tubes, one leading from each ovary, to the uterus. This is where an ovum (egg cell) may be fertilized by a sperm cell.

Menstruation – The discharge of blood from the uterus in females after puberty starts. Also known as a woman's "period".

Ovaries – The two female organs that store and release egg cells and produce the hormones estrogen and progesterone.

Ovulation – The release of an egg (ovum) from an ovary.

Penis – The external male sex organ, used for urination (peeing) and sexual intercourse.

Semen – The white fluid that comes out of the penis when a man ejaculates.

Sperm – The male reproductive cell; carried out of the penis in the semen during ejaculation.

Uterus – A pear-shaped, hollow organ with muscular walls. The fetus grows in the uterus. The uterus is also called the "womb".

Vagina – The muscular tube inside a woman's body where the menstrual blood comes out from the uterus, where a baby comes out from the uterus during childbirth, and where a penis can go in for vaginal intercourse.

SEXUALITY: JUST WHAT ARE WE TALKING ABOUT?

From the time we are born, until the time we die, every one of us is a sexual person. Whether we practice celibacy and abstinence our whole lives, marry and have children, or remain single and develop significant relationships at different times in our lives, we are all sexual. We are born male or female; we are heterosexual, gay/lesbian, bi-sexual. We relate to others, we wrestle with issues of sex roles. We want and need to be significant to others. We want and need to be touched and held. Whether we ever have intercourse or not, we are sexual people. Now why is this important?

Most of the time, when we think about sexuality education, we think only of the specifically genital parts of our bodies and lives. Our sexuality is a much larger concept than that: our sexuality is about who we are, our sense of identity as men or women, how we see our places in the world, and what we believe about our potentials and capabilities. It has to do with biology and psychology, with pleasures and values, and with relationships; relationships with ourselves, our friends, and those who might become our partners.

We also often think about sexuality as a commodity: something we "get, have, or do," rather than as a cumulative process, continuing throughout our lives. We are all involved in a lifelong learning process about our sexuality. As we grow and mature our needs change, our capabilities change, our desire for intimacy and closeness changes. Our experiences and the experiences of people close to us shape and mould our expectations and our values about sexuality.

Our sexuality has many dimensions, or elements. And it is only sometimes that our sexuality is expressed in specific genital acts or behaviours such as intercourse or masturbation. You might think of sexuality this way:

Sex	Am I biologically male or female?
Gender Identity	Do I identify myself as a male or female or other (which may or may not be the same as my biological sex)?
Gender Role	What roles do men and women take on? What's different? What's the same?
Sexual Orientation	To whom will I be erotically and emotionally attracted?
Biology	What changes will I go through at puberty? What effect will my hormones have on me? What changes will I experience at different life stages?
Relationships	How do I know who I am? How will I relate to others?
Values and Beliefs	What is right, what is wrong to me? How do I make those choices? What is the basis for my sexual decision making?

... continued

Reproductive Decisions	Will I become a parent? If so, when, and with whom? If not, what will I do to prevent that?
Sexual Health	How will I remain sexually healthy? What do I need to do to protect myself, my partner, my future, from diseases and emotional harm?
Feelings	What feelings do I have about sexuality and sexual relationships? Is this scary, exciting, repulsive? How do I experience intimacy?
Physiological Feelings	What feels pleasurable to me? What sexual expressions or behaviours feel good to me? What kinds of touch are pleasant; what arouses me? What sexual behaviours do not feel pleasant to me; what would I rather not do?
Social Skills	How comfortable do I feel in social situations? Do I know the appropriate boundaries?
Thoughts, Fantasies, Daydreams	Sometimes I will just wonder about things, imagine them, think about them. Would I feel comfortable with them? Would I think they were silly? Is it something I would choose to do, or not? How would I handle this?

And Sometimes...Only Sometimes...Sexuality Includes Genital Behaviour

Adapted from: Commitment Of The Heart: Conversations Between Parents and Teenagers About Sexuality, Pregnancy and AIDS, Maggi Ruth P. Boyer, League of Women Voters of Bucks County, PA.

What You Should Know About ...

See Glossary section for definitions of underlined words.

What are spermicides?

- Spermicides are chemical substances that kill <u>sperm</u> to prevent pregnancy.
- The chemical substance is called nonoxynol-9.

What will spermicides do?

- They will prevent pregnancy 71-82 % of the time.
- They will work better when you:
 - use spermicides with male condoms (or other barrier methods like a diaphragm or cervical barriers)

Spermicides

- use them every time you have vaginal intercourse.

How do I use a spermicide?

- You need to put the spermicide into your <u>vagina</u> before intercourse. Read the instructions that come with the spermicide.
- Do not have a tub bath or <u>douche</u> after intercourse. You need to leave the spermicide in for 6-8 hours after the last sexual intercourse so the spermicide has time to kill sperm. It's okay to shower.

What are the different types of spermicides?

Foam

- It comes in a container that you shake before using (it looks like hair mousse).
- Put the foam into an applicator and insert it into your vagina close to your cervix just before vaginal intercourse.
- If you have vaginal intercourse more than once, you will need to put in more foam before each time you have sex.

Jelly

- It comes in a squeezable tube.
- Use it with the diaphragm and cervical barriers.

Vaginal Contraceptive Film (VCF)

- It is a small, very thin plastic-like square sheet that contains spermicide.
- Fold the VCF over a finger and insert it all the way into your vagina (against the cervix). It melts inside the vagina.
- Put the VCF in about 15 minutes before vaginal intercourse.
- If you have sex more than once, put a new film in each time.

Suppositories

- They are small oval pellets.
- You need to use your fingers and put one suppository in your vagina against the cervix 15 minutes before vaginal intercourse.
- Put another one in for repeated intercourse.



Do spermicides protect me against STIs and HIV?

NO. Always use a latex condom or female condom when you have sex to reduce the risk of getting a sexually transmitted infection (STI), including HIV.

Are there any side effects in using spermicides?

- They can cause skin irritation.
- Do not continue using spermicides if you or your partner feel irritation; talk to your health care provider.

Some research has found that using spermicides that contain nonoxynol-9 more than once a day, may increase the risk of getting HIV and sexually transmitted infections because it can cause skin irritations. The small tears in the skin and open areas of the skin can increase the chance of infection.

Where can I get spermicides?

- You don't need a doctor's prescription. You can get spermicides from the drugstore or grocery store.
- They can be expensive. Talk to your health care provider if cost is a problem.

Where can I get more information?

- From your health care provider, community health clinic, or public health nurse.
- From the Facts of Life On-Line: e-mail your questions to thefactsoflife@serc.mb.ca.

If this method fails, and if you don't want to get pregnant, see a health care provider or pharmacist for <u>emergency contraception</u> as soon as you can.

Glossary:

Cervix – The lower part of the uterus that opens into the vagina. It is also called the "neck of the uterus".

Douche – Rinsing the vagina with water, water and vinegar, or a medicated solution. Health care providers do not recommend this practice as it often causes irritation.

Emergency Contraception – A method used to avoid pregnancy after sex, because a birth control method failed or was not used.

Sperm – The male reproductive cell; carried out of the penis in the semen during ejaculation

Vagina – The muscular tube inside a woman's body where the menstrual blood comes out from the uterus, where a baby comes out from the uterus during childbirth, and where a penis can go in for vaginal intercourse.

Developed in collaboration with Klinic Community Health Centre and Literacy Partners of Manitoba Sexuality Education Resource Centre 2007; Revised 2011

What You Should Know About ...

See Glossary section for definitions of underlined words.

Sterilization for Women (Tubal Ligation)

What is sterilization?

- Sterilization is an operation to make you sterile (unable to have children).
- The operation is called tubal ligation (having <u>fallopian tubes</u> tied). It works 99.6% of the time
- It is a permanent method of <u>birth control</u>.

How does it work?

- In a tubal ligation, the tubes which carry eggs (ova) from the <u>ovaries</u> to the <u>uterus</u> are closed.
- This prevents the <u>sperm</u> from meeting the egg (ovum).

How is it done?

- 1. Tubal ligation is done in a hospital.
- 2. You will get local freezing (like the freezing in the dentist's office) or general anesthesia (you will be "asleep").
- 3. The doctor makes a small cut in the abdomen so the fallopian tubes can be reached.
- 4. The doctor will close each tube by:
 - using a clamp, or
 - cutting and tying the tubes, or
 - cauterizing (sealing with heat) the tubes.
- 5. Another method is when the doctor inserts steel coils into the tubes through the vagina and cervix.
- 6. This is day surgery. You will be home the same day.

Are there any risks for sterilization?

There is very little risk to sterilization when an experienced doctor does the operation.

How long will it take me to get back to normal?

- Tubal ligation is an operation. You will have to rest for about two days.
- You will need to take it easy for about a week.
- You may need to avoid heavy lifting and heavy exercise for several weeks.

Does sterilization work right away?

• Yes.



When can I have sex again?

- You can have sex about one week after the operation and when you feel comfortable.
- Talk to your doctor.

Will anything be different after the sterilization?

- Your orgasm will feel the same as before the tubal ligation.
- You may enjoy sex more because you're not worried about pregnancy.
- Your cycle will not be changed and you will still get your period.

Does it protect me from STIs and HIV?

• No. Always use a latex condom or a female condom when you have sex to reduce the risk of getting an STI (sexually transmitted infection) or HIV infection.

Where can I get sterilization?

• Talk to your health care provider.

Do I have to pay for sterilization?

• Tubal ligation is completely covered by the provincial health care plan.

Can I have my tubes connected again (undo the sterilization) and have children in the future?

- Sterilization is a permanent method of birth control.
- Do not have a tubal ligation unless you are sure that you will not want children in the future.
- Reversing sterilization may not work. It is an expensive operation and not covered by the provincial health care plan.

Where can I get more information?

- From your health care provider, community health clinic, or public health nurse.
- From the Facts of Life On-Line: e-mail your questions to thefactsoflife@serc.mb.ca.

Glossary:

Birth Control – The different ways of preventing pregnancy.

Fallopian Tube – Two tubes, one leading from each ovary, to the uterus. This is where an ovum (egg cell) may be fertilized by a sperm cell.

Ovaries – The two female organs that store and release egg cells and produce the hormones estrogen and progesterone.

Sperm – The male reproductive cells, carried out of the penis in the semen during ejaculation.

Uterus – A pear-shaped, hollow organ with muscular walls. The fetus grows in the uterus. The uterus is also called the "womb".

See Glossary section for definitions of underlined words.

The Vaginal Ring (Nuva Ring)

What is the vaginal ring?

- The vaginal ring is a small, soft, flexible plastic ring placed into the vagina.
- It contains man-made hormones similar to the natural hormones that already exist in your body.
- The ring slowly releases hormones into the body through the vagina.

How does the vaginal ring work?

- The vaginal ring prevents your ovaries from releasing an ovum (egg) each month.
- The ring makes the cervical mucus thicker. This makes it harder for sperm to get into the cervix.
- The ring changes the lining of the uterus. The lining gets thinner so it is harder for a fertilized egg to stick to the <u>uterus</u>. So that even if an egg is produced and fertilized, it should not develop.
- The ring prevents pregnancy 97-99% of the time.

How do I use the vaginal ring?

- The vaginal ring comes in only one size. It fits into the vagina of any woman.
- Insert the vaginal ring on the first day of your menstrual period.
- Use your thumb and index finger to press the sides of the ring together. Gently push the folded ring inside your vagina. You can place it anywhere in your vagina.
- If you insert the ring deep in your vagina, you will be less likely to feel it. This will also reduce the chance of it slipping out of your vagina.
- Leave the ring inside your vagina for three weeks. Then remove the ring. You do not need to wear it during the fourth week. You will get your period during this ring-free week.
- Following the ring-free week, insert a new ring to continue protection from pregnancy and start a new cycle. Insert the new ring on the same day and at the same hour each month.

How soon does the vaginal ring start working?

- If you insert the ring during the first five days of your period, the ring starts working after 7 days.
- Until the ring starts working (7 days) use another method of birth control (condoms and foam).

Does the vaginal ring protect me from STIs and HIV?

• No. Always use a latex or polyurethane male condom or a female/internal condom when you have sex to reduce the risk of getting an STI (sexually transmitted infection) or HIV infection.

Are there any side effects?

You may feel some minor side effects. If they are very uncomfortable, talk to your health care provider. Minor side effects include:

- bleeding between periods
- breast discomfort
- headaches
- nausea
- vaginal irritation
- vaginal discharge



What if the vaginal ring falls out?

- If the vaginal ring falls out, rinse it with cool or lukewarm water. Put it back into the vagina at once.
- If the ring has been out for more than 3 hours, rinse it and put it back into the vagina and keep it in for 7 more days. Then go one week without the ring.
- Now start a new cycle.

What if I forget to insert the vaginal ring after the week off?

• Insert the ring as soon as you remember. Use another method of birth control (foam and condom) for the next 7 days.

What if I miss my period?

• Contact your health care provider to ask about a pregnancy test.

Is the vaginal ring safe for all women to use?

- No. Ask your health care provider if it is right for you. Tell him/her about any medical problems.
- If you smoke, especially if you are over 35, the vaginal ring may not be right for you.

Where can I get the vaginal ring?

You can get the vaginal ring from:

- your health care provider.
- a teen clinic
- a walk-in clinic
- a community health clinic

Where can I get more information?

- From your health care provider, community health clinic, or public health nurse.
- From the Facts of Life On-Line: e-mail your questions to thefactsoflife@serc.mb.ca.
- From websites: <u>www.sexualityandu.ca</u> or <u>www.serc.mb.ca</u>.

If this method fails, and if you don't want to get pregnant, see a health care provider or pharmacist for <u>emergency contraception</u> as soon as you can.

Glossary:

Cervical mucous – The fluid produced by the cervix. The mucous changes at different times of the menstrual cycle. Around the time of ovulation, the mucous is clear and slippery.

Cervix – The lower part of the uterus that opens into the vagina. It is also called the "neck of the uterus".

Emergency Contraception – A medication used to avoid pregnancy *after* sex when you didn't use birth control or the birth control didn't work (for example, the condom broke).

Uterus – A pear-shaped, hollow organ with muscular walls. The fetus grows in the uterus during pregnancy. The uterus is also called the "womb".

Vagina – The muscular tube inside a woman's body where the menstrual blood comes out from the uterus, where a baby comes out from the uterus during childbirth, and where a penis can go in for vaginal intercourse.

What You Should Know About ...

See Glossary section for definitions of underlined words.

Sterilization for Men (Vasectomy)

What is sterilization (vasectomy)?

- Sterilization is an operation to make you sterile (unable to have children).
- The operation is called vasectomy. It works 99.9% of the time.
- It is a permanent method of <u>birth control</u>.

How does it work?

- In a vasectomy, the tubes (vas deferens) that carry <u>sperm</u> from the testicles to the penis are cut and tied.
- Sperm made in the testicles can't get into the fluid (semen) that comes out of your penis when you ejaculate ("cum").

How is it done?

- 1. A vasectomy can be done in a doctor's office or in a hospital's out-patient department
- 2. You will get local freezing (like the freezing in the dentist's office).
- 3. The doctor makes a small cut(s) in your scrotum (bag of skin that holds the testicles) to reach the vas deferens.
- 4. The doctor then cuts the vas deferens and ties the ends.
- 5. Sometimes, the doctor does not need to make a cut. The skin is pierced (not cut) so that you won't need stitches. This is called "no scalpel" vasectomy.

Are there any risks to sterilization?

There is very little risk to sterilization when an experienced doctor does the operation.

How long will it take me to get back to normal?

- Vasectomy is a minor procedure.
- You will need to take it easy for a couple of days.
- You may need to avoid heavy lifting or heavy exercise for a week.

Does sterilization work right away?

- No. There will be sperm in the vas deferens that was made before you had the vasectomy.
- You will still be able to get your partner pregnant until you give several samples with no sperm present. Your doctor will tell you when and how to give these samples. Your doctor will tell you when you are not producing sperm anymore.
- You need to use condoms or another method of birth control until there is no sperm in your ejaculate ("cum")

When can I have sex again?

- You can have sex about five days after the operation and when you feel comfortable.
- Talk to your doctor.



Will anything be different after the sterilization?

- The same amount of fluid will come out of your penis as before the vasectomy. The only thing that's different is that there are no sperm in the fluid.
- Your orgasm will feel the same as before the vasectomy.
- You may enjoy sex more because you're not worried about pregnancy.

Does it protect me from STIs and HIV?

• NO. Always use a latex condom or a female condom when you have sex to reduce the risk of getting an STI (sexually transmitted infection) or HIV infection.

Where can I get sterilization?

• Talk to your health care provider.

Do I have to pay for sterilization?

- Vasectomies done in a hospital are completely covered by the provincial health care plan.
- If your doctor does the vasectomy in the office, you'll have to pay a fee to cover the cost of the supplies he or she uses.

Can I have my tubes connected again (undo the sterilization) and have children in the future?

- Sterilization is a permanent method of birth control.
- Do not have a vasectomy unless you are sure that you will not want children in the future.
- Reversing sterilization may not work. It is an expensive operation and not covered by the provincial health care plan.

Where can I get more information?

- From your health care provider, community health clinic, or public health nurse.
- From the Facts of Life On-Line: e-mail your questions to thefactsoflife@serc.mb.ca.

Glossary:

Birth Control – The different ways of preventing pregnancy.

Sperm – The male reproductive cell; carried out of the penis in the semen during ejaculation.

APPENDICES

Appendix A: Physical Activity Inventory Appendix B: Specific Learning Outcomes Matrix

APPENDIX A: 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 online at <u>www.edu.gov.mb.ca/k12/cur/physhlth/out_of_class/checklists/index.html</u> 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	Code for Risk Factor Rating (RFR)		
AL	5	RFR	Level of safety concerns; recommended instruction and supervision.	
AP	Alternative Pursuits	1	There are few safety concerns for this physical	
CO	Combative Activities		activity; little or no qualified instruction or adult	
	Fitness Activities		supervision is required.	
IT	Invasion/Territory-Type Sports/Games	2	There are some safety concerns for this physical	
NW	Net/Wall-Type Sports/Games		activity; quality instruction is recommended, and little or no adult supervision is required.	
RG	Rhythmic Gymnastic-Type Activities	3	There are several safety concerns for this physical activity; qualified instruction is required, and adult	
SF	Striking/Fielding-Type		supervision is recommended.	
ΤG	Sports/Games Target-Type Sports/Games	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
\checkmark	Indicates that the activity contributes to the specific health-related fitness component.

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

	Physical Activity Inventory (Continued)						
			Healt				
Interest	All Activities	Type of Activity	Cardio- respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	Risk
	Climbing—Wall, Rock, Bouldering, Ice Tower	AP		1	1	1	4
	Cricket	SF		\checkmark	1	<i>√</i>	2
	Croquet (For safety, see Low-Organized Games)	TG			1		1
	Cross-Country Running	FIT	1		1	✓	2
	Curling	TG			✓	✓	2
	Cycling—Indoor/ Stationary	FIT	1	1	1		1
	Cycling—Recreational	AL	1	\checkmark	1		2
	Cycling—Sport (BMX, Cyclocross, Mountain Bike, Road Racing, Track Racing)	AP	1	J	\$		3
	Cycling—Trips	AP	1	1	1		3
	Dance—Ballet	RG	1	1	1	<i>√</i>	2
	Dancing—Ballroom	RG	1		1		2
	Dancing—Folk	RG	1		1		2
	Dancing—Hip Hop	RG	1		1		2
	Dancing—Hoop	RG	1		1		2
	Dancing—Line	RG	1		1		2
	Dancing—Square	RG	1		1		2
	Dancing—Tap	RG	1		1		2
	Diving—Springboard, Platform	RG				1	4
	Dodging Games (For safety, see Low- Organized Games)	FIT	1	1	1		1-4
	Fencing	СО	1		1	1	4
	Field Hockey	IT	1	\checkmark	1	<i>√</i>	3
	Fitness Training— Exercise Machines (e.g., treadmills, ergometers, elliptical trainers)	FIT	1	1	1		3

	Phys	sical Ac	tivity Inve	ntory (Cor	ntinued)		
			Health-Related Fitness Components				
Interest	All Activities	Type of Activity	Cardio- respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	Risk
	Fitness Training— Small Equipment (e.g., Stretch Bands, Physio Balls, Jump Ropes, Agility Ladders, Medicine Balls)	FIT	\$	1	1	1	2
	Football—Flag	IT	1	\checkmark	1	✓	2
	Football—Tackle	IT		1	1	1	4
	Frisbee (For safety, see Low-Organized Games)	AL			1		1
	Geocaching	AP	1	1	1		4
	Goal Ball	IT			1	1	4
	Golf	TG		1	1	1	2
	Gymnastics—General, Tumbling, Artistic	RG		1	1	1	4
	Hacky Sack (For safety, see Low-Organized Games)	AL			1	1	1
	Handball—1-Wall, 4-Wall	NW	1	\checkmark	1	1	1
	Hiking	AP	1		1		2
	Hockey—Ice	IT	1	1	1	1	4
	Hockey—Roller/Inline	IT	1	1	1	1	4
	Hockey-Type Games— Ball, Floor, Road, Floorball, Gym Ringette, Shinny	IT	1	1	1	1	3
	Horseback Riding— Western, English Saddle	AP		1	1		4
	House and Yard Work	AL		1	1	1	1
	Jogging	FIT	<i>✓</i>	1	1		1
	Judo	СО	1	1	1	1	4
	Jump Rope (For safety, see Fitness Training)	FIT	1		1		1
	Karate	СО	1	1	1	1	4
	Kickball (Soccer- Baseball)	AL			1		1

	Physical Activity Inventory (Continued)						
			Healt				
Interest	All Activities	Type of Activity	Cardio- respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	Risk
	Kickboxing	СО	\checkmark	\checkmark	✓	1	4
	Lacrosse—Box, Field	IT	✓	\checkmark	<i>✓</i>	\checkmark	4
	Lacrosse—Soft	IT	<i>✓</i>	1	<i>✓</i>	✓	3
	Lawn Bowling	TG			~	1	1
	Lawn Mowing	AL	<i>✓</i>	1	1		3
	Low-Organized Games*	AL	1	1	1	1	1-4
	Martial Arts	СО	1	1	1	1	4
	Orienteering	AP	1		1		2
	Paddleball	NW	1		1		2
	Pilates (For safety, see Fitness Training)	FIT		1	1	1	2
	Qigong	FIT		1	<i>✓</i>		2
	Racquetball	NW	 ✓ 	1	1	1	2
	Rhythmic Gymnastics	RG	<i>✓</i>		1	1	2
	Ringette	IT	 ✓ 	1	1	1	4
	Rock Climbing (For safety, see Climbing)	AP		1	1	1	4
	Rowing—Sport (For safety, see Canoeing/ Kayaking/Rowing)	AP	1	5	5		3
	Rowing—Ergometer (For safety, see Fitness Training [Exercise Machines])	FIT	1	J	1		3
	Rowing—Sport (For safety, see Canoeing/ Kayaking/Rowing)	AP	1	1	1		4
	Rugby—Flag	IT	1		1	1	3
	Rugby—Tackle	IT	1	1	1	1	4
	Sailing/Yachting	AP		<i>√</i>	<i>✓</i>		4
	Scuba Diving	AP			<i>✓</i>		4
	Sepak Takraw	NW	1	1	1	1	2
	Skateboarding	AL	1		<i>✓</i>		2

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

	Phy	sical Ac	tivity Inve	ntory (Cor	ntinued)		
			Health	n-Related Fit	tness Compo	nents	
Interest	All Activities	Type of Activity	Cardio- respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	Risk
	Skating—Figure	RG	1		1	✓	2
	Skating—Ice	AL	1	<i>√</i>	1		2
	Skating—Inline/Roller (Indoor, Outdoor)	AL	1	\checkmark	1		2
	Skiing—Alpine	AP	1	1	1		4
	Skiing—Cross-Country	AP	1		1		2
	Skiing—Water	AP		1	1		4
	Snorkelling	AP			1		4
	Snowboarding	AP	1	1	1		3
	Snowshoeing	AP	1		1		2
	Soccer	IT	1	1	1	1	2
	Softball—Slo-Pitch, Modified, Fast Pitch	SF		1	1	1	2
	Speed Skating	AP	✓	✓	1	✓	3
	Spinning (For safety, see Cycling— Indoor/Stationary)	FIT	1	1	1		1
	Squash	NW	1	1	1	1	2
	Stretch Banding (For safety, see Fitness Training—Small Equipment)	FIT		1	1	1	1
	Stretching (For safety, see Fitness Training)	FIT				1	1
	Swimming—Open Water	FIT	1	1	1	1	4
	Swimming—Pool	FIT	1	 ✓ 	<i>✓</i>	1	4
	Table Tennis	NW	1		1		2
	Тае Во	FIT	1	<i>✓</i>	1	1	2
	Tae Kwon Do	СО	1	<i>✓</i>	1	1	4
	Tai Chi	FIT			1	1	1
	Tchoukball	IT	1	<i>✓</i>	1	1	2
	Team Handball	IT	1	<i>✓</i>	1	1	2
	Tennis	NW	1	1	1	1	2

	Physical Activity Inventory (Continued)						
			Healt	h-Related Fit	tness Compo	nents	
Interest	All Activities	Type of Activity	Cardio- respiratory Endurance	Muscular Strength	Muscular Endurance	Flexibility	Risk
	Tobogganing, Sledding, Tubing	AP	1		~		3
	Triathlon	FIT	1	1	1	1	4
	Tumbling (For safety, see Gymnastics)	RG		1	1	1	4
	Ultimate	IT	1	1	1	1	2
	Volleyball	NW		\checkmark	1	1	2
	Walking	AL	1		1		1
	Water Polo	IT	1		1		4
	Weightlifting	FIT		1	1	1	3
	Weight (Strength/ Resistance) Training	FIT	1	1	1	1	3
	Windsurfing/ Sailboarding	AP		1	1		4
	Wrestling—Freestyle, Greco-Roman	со	1	1	1	1	4
	Yoga	FIT		1	1	1	2

Appendix B lists the specific learning outcomes (SLOs) that are addressed in each module and lesson of this course. Please note that this appendix is intended for classroom teachers who are using this course as a classroom resource.

So, if you are a student enrolled in this course, you can ignore this appendix.

Module 1

- **K.2.S1.B.1** Differentiate between the benefits of active living and physical fitness development, based on a health and fitness continuum (e.g., mild activity for health benefits, moderate to vigorous activity for fitness benefits . . .).
- **K.2.S1.C.4** Identify the factors related to health and fitness development (e.g., health benefit, physical attributes, interpersonal interaction, influence of family, availability of facilities/equipment, competition, cooperation, personal success, time management . . .) that affect choices of physical activities for self and others.
- **S.2.S1.A.1a** Participate in physical activities at a level that contributes to the goals of an individualized fitness plan.
- **K.3.S1.A.4** Identify safety and risk factors for selected activities (e.g., cross-country skiing . . .) related to people (e.g., right of way, adaptations for persons with a disability . . .), facilities (e.g., snow conditions . . .), and equipment (e.g., appropriate clothing . . .).
- **K.3.8.A.5a** Investigate potential safety risks inherent in selected alternative pursuits (e.g., climbing walls, in-line skating, downhill skiing, activities on ice . . .).
- **K.3.S1.A.5b** Relate the importance of making wise choices to prevent injury in selected land-based activities (e.g., cycling, jogging . . .) and/or water-based activities (e.g., aquatics, diving, canoeing . . .).
- **K.3.S1.B.3** Demonstrate an understanding of basic first aid (e.g., emergency scene management: check airway, breathing, circulation . . .) and precautions for handling body fluids (e.g., wear latex gloves, face shield/mask; handle sharp objects with extra care . . .).
- **S.3.S1.A.2** Demonstrate the skills required to administer basic first aid (e.g., emergency scene management, seeking help, treating minor injuries, applying precautions for handling body fluids . . .).

S.4.S1.A.1	Apply a goal-setting process as part of designing a short-term
	plan for a realistic personal goal related to academic and/or
	healthy lifestyle practices (e.g., active living, good nutrition, no
	substance use, safety).

- **S.4.S1.A.2** Design, implement, and evaluate an action plan for making a decision based on personal values and beliefs related to physically active and healthy lifestyle practices (e.g., active living, good nutrition, no substance use, safety . . .).
- **S.2.S1.A.1a** Participate in physical activities at a level that contributes to the goals of an individualized fitness plan.

K.2.S1.B.1	Differentiate between the benefits of active living and physical
	fitness development, based on a health and fitness continuum
	(e.g., mild activity for health benefits, moderate to vigorous
	activity for fitness benefits).

- **K.2.S1.C.4** Identify the factors related to health and fitness development (e.g., health benefit, physical attributes, interpersonal interaction, influence of family, availability of facilities/equipment, competition, cooperation, personal success, time management . . .) that affect choices of physical activities for self and others.
- **S.2.S1.A.1a** Participate in physical activities at a level that contributes to the goals of an individualized fitness plan.

Lesson 2

K.3.S1.A.4	Identify safety and risk factors for selected activities (e.g., cross- country skiing) related to people (e.g., right of way, adaptations for persons with a disability), facilities (e.g., snow conditions), and equipment (e.g., appropriate clothing).
K.3.8.A.5a	Investigate potential safety risks inherent in selected alternative pursuits (e.g., climbing walls, in-line skating, downhill skiing, activities on ice).
K.3.S1.A.5b	Relate the importance of making wise choices to prevent injury in

K.3.S1.A.5b Relate the importance of making wise choices to prevent injury in selected land-based activities (e.g., cycling, jogging . . .) and/or water-based activities (e.g., aquatics, diving, canoeing . . .).

- **K.3.S1.B.3** Demonstrate an understanding of basic first aid (e.g., emergency scene management: check airway, breathing, circulation . . .) and precautions for handling body fluids (e.g., wear latex gloves, face shield/mask; handle sharp objects with extra care . . .).
- **S.3.S1.A.2** Demonstrate the skills required to administer basic first aid (e.g., emergency scene management, seeking help, treating minor injuries, applying precautions for handling body fluids . . .).

Lesson 4

- **S.4.S1.A.1** Apply a goal-setting process as part of designing a short-term plan for a realistic personal goal related to academic and/or healthy lifestyle practices (e.g., active living, good nutrition, no substance use, safety . . .).
- **S.4.S1.A.2** Design, implement, and evaluate an action plan for making a decision based on personal values and beliefs related to physically active and healthy lifestyle practices (e.g., active living, good nutrition, no substance use, safety . . .).
- **S.2.S1.A.1a** Participate in physical activities at a level that contributes to the goals of an individualized fitness plan.

Module 2

- **K.4.S1.A.1** Examine personal strengths, values, and strategies (e.g., enhancing strengths, working on weaknesses, restructuring negative thoughts, thinking positively, persisting to achieve goals in spite of setbacks . . .) for achieving individual success and a positive self-image.
- **K.4.S1.A.2a** Identify potential career choices in health education and physical education (e.g., physical educator, physiotherapist, athletic director, fitness leader, recreation director, health and wellness educator, social worker, nutritionist, medical doctor, nurse, counsellor, occupational therapist . . .).
- **K.4.S1.A.3** Examine factors (e.g., family, values, health knowledge, peer influence, media, social trends, requirements, costs . . .) that affect self and/or others in making decisions regarding active healthy lifestyles and/or career building.
- **K.4.S1.A.2b** Determine the skills for employability (i.e., academic, personal management, and teamwork skills).

K.4.S1.A.1 Examine personal strengths, values, and strategies (e.g., enhancing strengths, working on weaknesses, restructuring negative thoughts, thinking positively, persisting to achieve goals in spite of setbacks . . .) for achieving individual success and a positive self-image.

Lesson 2

K.4.S1.A.2a Identify potential career choices in health education and physical education (e.g., physical educator, physiotherapist, athletic director, fitness leader, recreation director, health and wellness educator, social worker, nutritionist, medical doctor, nurse, counsellor, occupational therapist . . .).

Lesson 3

K.4.S1.A.3 Examine factors (e.g., family, values, health knowledge, peer influence, media, social trends, requirements, costs . . .) that affect self and/or others in making decisions regarding active healthy lifestyles and/or career building.

Lesson 4

K.4.S1.A.2b Determine the skills for employability (i.e., academic, personal management, and teamwork skills).

Module 3

K.2.S1.C.1a	Explain the structure of skeletal muscle (i.e., belly, bundle, fibre, myofibril) as it relates to muscular development.
K.2.S1.C.1b	Explain the structure of fibre types (i.e., slow-twitch, fast-twitch) as they relate to muscular development.
K.2.S1.A.1	Identify the skill-related fitness components (e.g., balance, agility, power, reaction time, speed, coordination) and relate their importance to sport/ physical activity performance (e.g., reaction time in goal keeping).

- **K.2.S1.C.1a** Explain the structure of skeletal muscle (i.e., belly, bundle, fibre, myofibril) as it relates to muscular development.
- **K.2.S1.C.1b** Explain the structure of fibre types (i.e., slow-twitch, fast-twitch) as they relate to muscular development.

Lesson 2

K.2.S1.A.1 Identify the skill-related fitness components (e.g., balance, agility, power, reaction time, speed, coordination) and relate their importance to sport/ physical activity performance (e.g., reaction time in goal keeping . . .).

Module 4

- **K.4.S1.B.1a** Describe ways to treat others (e.g., show respect, consideration, support, encouragement, affection, understanding, forgiveness . . .) for developing healthy and meaningful relationships (e.g., between parent and child, siblings, best friends, in romantic relationships, in marriage, at work, in the community . . .).
- **K.4.S1.B.2b** Identify appropriate social behaviours (e.g., use inclusive language, treat others with respect . . .) for developing meaningful interpersonal relationships.
- **S.4.S1.A.3** Apply interpersonal skills (e.g., use thoughtful language, acknowledge ideas and opinions of others, show respect, make a commitment . . .) in case scenarios related to developing close, meaningful relationships (e.g., between parent and child, siblings, mother and father, best friends, team-mates, in romantic relationships . . .).
- **K.4.S1.B.3b** Examine effects of conflicts (e.g., broken trust, hurt feelings, equity issues . . .) and the importance of seeing diverse sides of issues in developing meaningful personal and/or team relationships (e.g., seek understanding, accept differences . . .).
- **S.4.S1.A.4** Apply conflict-resolution strategies (i.e. mediation and negotiation) in different case scenarios for understanding different perspectives and point of view (i.e. determine the reason behind a conflict).

K.4.S1.B.3c	Assess behaviours and conflict resolution strategies (i.e.,
	negotiation, arbitration, and adjudication) in the context of final
	outcome (i.e., win/win, win/lose, lose/lose) for setting disputes
	or disagreements.

- **K.4.S1.B.3a** Examine how to manage anger (i.e., control own anger and respond to anger of others) in constructive ways (e.g., stay calm, use conflict resolution process...) in different case scenarios.
- **K.4.S1.B.3b** Examine effects of conflicts (e.g., broken trust, hurt feelings, equity issues . . .) and the importance of seeing diverse sides of issues in developing meaningful personal and/or team relationships (e.g., seek understanding, accept differences . . .).
- **K.3.S1.B.5b** Demonstrate an understanding of the skills (i.e., problem solving, anger management, communication, conflict resolution, assertiveness) in dealing with case scenarios related to physically, verbally, and emotionally abusive situations.

- **K.4.S1.B.1a** Describe ways to treat others (e.g., show respect, consideration, support, encouragement, affection, understanding, forgiveness . . .) for developing healthy and meaningful relationships (e.g., between parent and child, siblings, best friends, in romantic relationships, in marriage, at work, in the community . . .).
- **K.4.S1.B.2b** Identify appropriate social behaviours (e.g., use inclusive language, treat others with respect . . .) for developing meaningful interpersonal relationships.
- **S.4.S1.A.3** Apply interpersonal skills (e.g., use thoughtful language, acknowledge ideas and opinions of others, show respect, make a commitment . . .) in case scenarios related to developing close, meaningful relationships (e.g., between parent and child, siblings, mother and father, best friends, team-mates, in romantic relationships . . .).

Lesson 2

K.4.S1.B.3b Examine effects of conflicts (e.g., broken trust, hurt feelings, equity issues . . .) and the importance of seeing diverse sides of issues in developing meaningful personal and/or team relationships (e.g., seek understanding, accept differences . . .).

- **S.4.S1.A.4** Apply conflict-resolution strategies (i.e. mediation and negotiation) in different case scenarios for understanding different perspectives and point of view (i.e. determine the reason behind a conflict).
- **K.4.S1.B.3c** Assess behaviours and conflict resolution strategies (i.e., negotiation, arbitration, and adjudication) in the context of final outcome (i.e., win/win, win/lose, lose/lose) for setting disputes or disagreements.

- **K.4.S1.B.3a** Examine how to manage anger (i.e., control own anger and respond to anger of others) in constructive ways (e.g., stay calm, use conflict resolution process...) in different case scenarios.
- **K.4.S1.B.3b** Examine effects of conflicts (e.g., broken trust, hurt feelings, equity issues . . .) and the importance of seeing diverse sides of issues in developing meaningful personal and/or team relationships (e.g., seek understanding, accept differences . . .).
- **K.3.S1.B.5b** Demonstrate an understanding of the skills (i.e., problem solving, anger management, communication, conflict resolution, assertiveness) in dealing with case scenarios related to physically, verbally, and emotionally abusive situations.

Module 5

- **K.2.S1.C.2** Describe the principles of training and conditioning for physical activities (i.e., progressive overload, specificity, reversibility, regularity, individual variability, starting point).
- **K.3.S1.A.2** Identify the common injuries (e.g., back injuries, knee injuries...) that may occur in personal fitness programming and how they can be prevented (e.g., using proper stretching techniques . . .).
- **K.2.S1.C.3** Design and implement effective warm-up and cool-down routines for specific team-related physical activities (e.g., volleyball, soccer, rugby . . .).
- **S.2.S1.A.2** Demonstrate use of heart-rate monitoring (e.g., pulse points, heart monitors, software programs . . .) to compare exertion level in a variety of activities.

S.2.S1.A.1b	Participate in planned and self-directed activities that maintain
	heart-rate levels in various zones (e.g., general health, basic
	fitness, healthy heart).

K.2.S1.C.1c Identify types of strength exercises (i.e., isometric, dynamic) and stretching exercises (i.e., static, ballistic, passive) for personal fitness development (i.e., strength, endurance, range of motion).

Lesson 1

K.2.S1.C.2 Describe the principles of training and conditioning for physical activities (i.e., progressive overload, specificity, reversibility, regularity, individual variability, starting point).

Lesson 2

K.3.S1.A.2	Identify the common injuries (e.g., back injuries, knee injuries)
	that may occur in personal fitness programming and how they can be prevented (e.g., using proper stretching techniques).
	can be prevented (e.g., asing proper stretching techniques).

K.2.S1.C.3 Design and implement effective warm-up and cool-down routines for specific team-related physical activities (e.g., volleyball, soccer, rugby . . .).

Lesson 3

- **S.2.S1.A.2** Demonstrate use of heart-rate monitoring (e.g., pulse points, heart monitors, software programs . . .) to compare exertion level in a variety of activities.
- **S.2.S1.A.1b** Participate in planned and self-directed activities that maintain heart-rate levels in various zones (e.g., general health, basic fitness, healthy heart . . .).

Lesson 4

K.2.S1.C.1c Identify types of strength exercises (i.e., isometric, dynamic) and stretching exercises (i.e., static, ballistic, passive) for personal fitness development (i.e., strength, endurance, range of motion).

Module 6

- **K.5.S1.D.1** Explain the meaning of addiction (i.e., gambling) and substance dependence (e.g., alcoholism, nicotine, street drugs . . .), and the possible effects on self and/or others.
- **K.5.S1.D.2** Examine the use and abuse of substances (e.g., caffeine, alcohol, tobacco, other stimulants and depressants, inhalants, hallucinogens, street drugs . . .) and potential consequences on personal health and well-being (e.g., cause behavioural changes; create social problems; cause fetal alcohol syndrome and/or fetal alcohol effects; cause reactions to drug interactions; affect self-esteem; has medical implications; may result in dependency or addictions; may affect financial status; create ethical concerns; can cause body harm or death in case of a drug overdose; may increase sexual activity; may cure or provide relief for patient . . .).
- **K.1.S1.C.4** Identify the impact on adolescents of unethical issues (e.g., use of performance-enhancing substances, involvement of gambling in sports, female/male-only sports teams . . .) in sport as represented in the media.
- **S.5.S1.A.4** Apply problem-solving strategies to respond appropriately to issues related to substance use and/or abuse (e.g., over-the-counter drugs, tobacco, alcohol, street drugs, hallucinogens, inhalants . . .).
- **K.4.S1.B.4** Identify examples of potentially dangerous situations and effective strategies for avoidance/refusal.
- **K.3.S1.B.1** Evaluate the effectiveness of laws and policies that promote personal and community safety (e.g., driving age, drinking/driving, boating, domestic violence, vandalism, shaken baby syndrome . . .).
- **K.5.S1.D.3** Identify community agencies and resources available to support (e.g., addictions counselling services . . .) the prevention of substance use and abuse.
- **K.3.S1.B.4** Demonstrate the ability to access valid health information and health-promoting products and services available in the community (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism; adolescents advocates, help lines, school/community counselling programs, friendship centres, ombudsperson, the Internet . . .).

K.5.S1.D.1 Explain the meaning of addiction (i.e., gambling) and substance dependence (e.g., alcoholism, nicotine, street drugs . . .), and the possible effects on self and/or others.

Lesson 2

K.5.S1.D.2 Examine the use and abuse of substances (e.g., caffeine, alcohol, tobacco, other stimulants and depressants, inhalants, hallucinogens, street drugs . . .) and potential consequences on personal health and well-being (e.g., cause behavioural changes; create social problems; cause fetal alcohol syndrome and/or fetal alcohol effects; cause reactions to drug interactions; affect self-esteem; has medical implications; may result in dependency or addictions; may affect financial status; create ethical concerns; can cause body harm or death in case of a drug overdose; may increase sexual activity; may cure or provide relief for patient . . .).

Lesson 3

- **K.1.S1.C.4** Identify the impact on adolescents of unethical issues (e.g., use of performance-enhancing substances, involvement of gambling in sports, female/male-only sports teams . . .) in sport as represented in the media.
- **K.5.S1.D.2** Examine the use and abuse of substances (e.g., caffeine, alcohol, tobacco, other stimulants and depressants, inhalants, hallucinogens, street drugs . . .) and potential consequences on personal health and well-being (e.g., cause behavioural changes; create social problems; cause fetal alcohol syndrome and/or fetal alcohol effects; cause reactions to drug interactions; affect self-esteem; has medical implications; may result in dependency or addictions; may affect financial status; create ethical concerns; can cause body harm or death in case of a drug overdose; may increase sexual activity; may cure or provide relief for patient . . .).

Lesson 4

S.5.S1.A.4 Apply problem-solving strategies to respond appropriately to issues related to substance use and/or abuse (e.g., over-the-counter drugs, tobacco, alcohol, street drugs, hallucinogens, inhalants . . .).

K.4.S1.B.4	Identify examples of potentially dangerous situations and
	effective strategies for avoidance/refusal.

K.3.S1.B.1 Evaluate the effectiveness of laws and policies that promote personal and community safety (e.g., driving age, drinking/driving, boating, domestic violence, vandalism, shaken baby syndrome . . .).

Lesson 5

- **K.5.S1.D.3** Identify community agencies and resources available to support (e.g., addictions counselling services . . .) the prevention of substance use and abuse.
- **K.3.S1.B.4** Demonstrate the ability to access valid health information and health-promoting products and services available in the community (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism; adolescents advocates, help lines, school/community counselling programs, friendship centres, ombudsperson, the Internet . . .).

Module 7

K.1.S1.B.2	Describe biomechanical principles (i.e., force, motion) related to projectiles and flight as applied in selected physical activity performance (e.g., 20° take-off angle in running long jump, 41° release angle for shot put).
K.1.S1.C.2	Apply the terminology associated with the skills and rules for selected team activities/sports (e.g., in-turn/out-turn in curling, travelling/double dribble in basketball).
S.1.S1.A.1	Select and refine transport skills, applying biomechanical principles (i.e., force, motion, and balance) related to activity-specific physical activity skills.
S.1.S1.A.2	Select and refine manipulation skills (e.g., serve, forehand stroke, dribble, and receive a pass), applying biomechanical principles (i.e., force, motion, and balance) related to activity-specific physical activity skills.

S.1.S1.A.3	Select and refine balance abilities (i.e., static, dynamic), applying
	biomechanical principles (i.e., force, motion, balance), using a
	variety of equipment (e.g., skates, skis, boards, stilts, pogo
	sticks) related to activity-specific physical activity.

- **S.1.S1.B.1** Apply and adapt activity-specific movement skills (e.g., serving . . .) in physical activities, including individual/ dual games/sports (e.g., badminton, tennis . . .).
- **S.1.S1.B.2** Apply and adapt activity-specific movement skills (e.g., sending a pass, receiving a pass . . .) in physical activities, including group/team- type activities (e.g., ultimate, rugby, touch football, team handball . . .).
- **S.1.S1.C.1** Apply and adapt selected activity-specific skills (e.g., gripping, hanging, carrying . . .) required in alternative pursuits (e.g., wall climbing, back-packing . . .) indigenous to the geographic area.
- **K.1.S1.A.1** Identify similarities and/or differences between characteristics of basic movement skills (e.g., striking . . .) as applied to different physical activities (e.g., wrist action in the tennis forehand stroke as compared to a badminton underhand clear . . .).
- **K.1.S1.B.1** Describe how movement skill patterns transfer from one activity to another (e.g., overhand throw and tennis serve . . .).
- **S.1.S1.D.1** Demonstrate the ability to lead and/or follow while performing movement sequences, using complex rhythmic steps and patterns representing different cultural backgrounds and/or styles (e.g., traditional dance, jig, modern . . .) in a variety of rhythmic activities (e.g., exercise to music, jazz gymnastics, folk dances . . .).

K.1.S1.B.2	Describe biomechanical principles (i.e., force, motion) related to projectiles and flight as applied in selected physical activity performance (e.g., 20° take-off angle in running long jump, 41° release angle for shot put).
K.1.S1.C.2	Apply the terminology associated with the skills and rules for selected team activities/sports (e.g., in-turn/out-turn in curling, travelling/double dribble in basketball).
S.1.S1.A.1	Select and refine transport skills, applying biomechanical principles (i.e., force, motion, and balance) related to activity-specific physical activity skills.
S.1.S1.A.2	Select and refine manipulation skills (e.g., serve, forehand stroke, dribble, and receive a pass), applying biomechanical principles (i.e., force, motion, and balance) related to activity-specific physical activity skills.

S.1.S1.A.3	Select and refine balance abilities (i.e., static, dynamic), applying
	biomechanical principles (i.e., force, motion, balance), using a
	variety of equipment (e.g., skates, skis, boards, stilts, pogo
	sticks) related to activity-specific physical activity.

- **S.1.S1.B.1** Apply and adapt activity-specific movement skills (e.g., serving . . .) in physical activities, including individual/ dual games/sports (e.g., badminton, tennis . . .).
- **S.1.S1.B.2** Apply and adapt activity-specific movement skills (e.g., sending a pass, receiving a pass...) in physical activities, including group/team- type activities (e.g., ultimate, rugby, touch football, team handball ...).
- **S.1.S1.C.1** Apply and adapt selected activity-specific skills (e.g., gripping, hanging, carrying . . .) required in alternative pursuits (e.g., wall climbing, back-packing . . .) indigenous to the geographic area.
- **K.1.S1.A.1** Identify similarities and/or differences between characteristics of basic movement skills (e.g., striking . . .) as applied to different physical activities (e.g., wrist action in the tennis forehand stroke as compared to a badminton underhand clear . . .).
- **K.1.S1.B.1** Describe how movement skill patterns transfer from one activity to another (e.g., overhand throw and tennis serve . . .).

- **K.1.S1.A.1** Identify similarities and/or differences between characteristics of basic movement skills (e.g., striking . . .) as applied to different physical activities (e.g., wrist action in the tennis forehand stroke as compared to a badminton underhand clear . . .).
- **K.1.S1.B.1** Describe how movement skill patterns transfer from one activity to another (e.g., overhand throw and tennis serve . . .).

Lesson 3

S.1.S1.D.1 Demonstrate the ability to lead and/or follow while performing movement sequences, using complex rhythmic steps and patterns representing different cultural backgrounds and/or styles (e.g., traditional dance, jig, modern . . .) in a variety of rhythmic activities (e.g., exercise to music, jazz gymnastics, folk dances . . .).

Module 8

- **K.4.S1.B.4** Identify examples of potentially dangerous situations (e.g., physical abuse, verbal abuse, use of harmful substances, peer pressure . . .) and effective strategies for avoidance/refusal.
- **K.3.S1.B.5a** Analyze issues related to violence prevention in a variety of contexts (i.e., home, school, community, media, sport, relationships).
- **K.3.S1.B.5b** Demonstrate an understanding of the skills (i.e., problem solving, anger management, communication, conflict resolution, assertiveness) in dealing with case scenarios related to physically, verbally, and emotionally abusive situations.
- **K.3.S1.B.6a** Differentiate among the terms associated with abusive situations (i.e., physical abuse, verbal abuse, emotional abuse, sexual abuse, harassment, sexual exploitation).
- **K.3.S1.B.1** Evaluate the effectiveness of laws and policies that promote personal and community safety (e.g., driving age, drinking/ driving, boating, domestic violence, vandalism, shaken baby syndrome . . .).
- **K.3.S1.B.4** Demonstrate the ability to access valid health information and health-promoting products and services available in the community (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism; youth advocates, help lines, school/community counselling programs, friendship centers, ombudsperson, the Internet . . .).
- **K.3.S1.B.6b** Identify skills (e.g., assertiveness, problem solving . . .) and community resources for addressing problems associated with sexually abusive behaviours.
- **K.3.S1.B.1** Evaluate the effectiveness of laws and policies that promote personal and community safety (e.g., driving age, drinking/driving, boating, domestic violence, vandalism, shaken baby syndrome . . .).
- **K.3.S1.B.5a** Analyze issues related to violence prevention in a variety of contexts (i.e., home, school, community, media, sport, relationships).

- **K.4.S1.B.4** Identify examples of potentially dangerous situations (e.g., physical abuse, verbal abuse, use of harmful substances, peer pressure . . .) and effective strategies for avoidance/refusal.
- **K.3.S1.B.5a** Analyze issues related to violence prevention in a variety of contexts (i.e., home, school, community, media, sport, relationships).
- **K.3.S1.B.5b** Demonstrate an understanding of the skills (i.e., problem solving, anger management, communication, conflict resolution, assertiveness) in dealing with case scenarios related to physically, verbally, and emotionally abusive situations.
- **K.3.S1.B.6a** Differentiate among the terms associated with abusive situations (i.e., physical abuse, verbal abuse, emotional abuse, sexual abuse, harassment, sexual exploitation).

Lesson 2

- **K.3.S1.B.6a** Differentiate among the terms associated with abusive situations (i.e., physical abuse, verbal abuse, emotional abuse, sexual abuse, harassment, sexual exploitation).
- **K.3.S1.B.5a** Analyze issues related to violence prevention in a variety of contexts (i.e., home, school, community, media, sport, relationships).
- **K.3.S1.B.5b** Demonstrate an understanding of the skills (i.e., problem solving, anger management, communication, conflict resolution, assertiveness) in dealing with case scenarios related to physically, verbally, and emotionally abusive situations.
- **K.3.S1.B.1** Evaluate the effectiveness of laws and policies that promote personal and community safety (e.g., driving age, drinking/driving, boating, domestic violence, vandalism, shaken baby syndrome . . .).
- **K.4.S1.B.4** Identify examples of potentially dangerous situations (e.g., physical abuse, verbal abuse, use of harmful substances, peer pressure . . .) and effective strategies for avoidance/refusal.

Lesson 3

K.3.S1.B.6a Differentiate among the terms associated with abusive situations (i.e., physical abuse, verbal abuse, emotional abuse, sexual abuse, harassment, sexual exploitation.

- **K.3.S1.B.5a** Analyze issues related to violence prevention in a variety of contexts (i.e., home, school, community, media, sport, relationships).
- **K.3.S1.B.5b** Demonstrate an understanding of the skills (i.e., problem solving, anger management, communication, conflict resolution, assertiveness) in dealing with case scenarios related to physically, verbally, and emotionally abusive situations.
- **K.3.S1.B.1** Evaluate the effectiveness of laws and policies that promote personal and community safety (e.g., driving age, drinking/driving, boating, domestic violence, vandalism, shaken baby syndrome . . .).
- **K.3.S1.B.4** Demonstrate the ability to access valid health information and health-promoting products and services available in the community (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism; youth advocates, help lines, school/community counselling programs, friendship centers, ombudsperson, the Internet . . .).
- **K.3.S1.B.6b** Identify skills (e.g., assertiveness, problem solving . . .) and community resources for addressing problems associated with sexually abusive behaviours.
- **K.4.S1.B.4** Identify examples of potentially dangerous situations (e.g., physical abuse, verbal abuse, use of harmful substances, peer pressure . . .) and effective strategies for avoidance/refusal.

- **K.3.S1.B.1** Evaluate the effectiveness of laws and policies that promote personal and community safety (e.g., driving age, drinking/ driving, boating, domestic violence, vandalism, shaken baby syndrome . . .).
- **K.3.S1.B.4** Demonstrate the ability to access valid health information and health-promoting products and services available in the community (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism; youth advocates, help lines, school/community counselling programs, friendship centers, ombudsperson, the Internet . . .).
- **K.3.S1.B.5a** Analyze issues related to violence prevention in a variety of contexts (i.e., home, school, community, media, sport, relationships).

Module 9

Cluster

- **K.1.S1.C.1** Demonstrate an understanding of the rules (e.g., lost serve for serving faults in volleyball . . .) and etiquette (e.g., no noise during a foul shot in basketball or while a player is teeing off in golf, shaking hands . . .) associated with selected sports and games.
- **K.1.S1.C.2** Apply the terminology associated with the skills and rules for selected team activities/sports (e.g., in-turn/out-turn in curling, travelling/double dribble in basketball . . .).
- **K.1.S1.C.4** Identify the impact on youth of unethical issues (e.g., use of performance-enhancing substances, involvement of gambling in sports, male-only sports teams . . .) in sport as represented in the media.
- **K.3.S1.A.1** Review safety rules, routines, and procedures prior to participating in each physical activity (e.g., allow space for full backswing and follow-through in golf . . .).
- **S.3.S1.A.1** Apply rules and procedures for safe and responsible participation and use of equipment in selected, specific physical activities and environments (e.g., self-regulation, teamwork, promotion of fair play and inclusion . . .).
- **S.1.S1.B.3** Perform various officiating duties (e.g., refereeing, scorekeeping, timekeeping, making line calls for out of bounds . . .) related to a particular physical activity/ sport, including the use of hand signals where applicable (e.g., signals for side out, foot fault, net ball in volleyball . . .).
- **K.1.S1.B.3** Analyze movement concepts related to game strategies in team activities (e.g., space awareness and relationships as applied to person-to-person defence or zone defence . . .).
- **K.1.S1.C.2** Apply the terminology associated with the skills and rules for selected team activities/sports (e.g., in-turn/out-turn in curling, travelling/double dribble in basketball . . .).
- **K.1.S1.C.3** Describe the basic strategies employed in specific games and sports, including individual and team activities (e.g., pacing in running, varying placement of service . . .).

K.1.S1.C.1	Demonstrate an understanding of the rules (e.g., lost serve for serving faults in volleyball) and etiquette (e.g., no noise during a foul shot in basketball or while a player is teeing off in golf, shaking hands) associated with selected sports and games.
K.1.S1.C.2	Apply the terminology associated with the skills and rules for selected team activities/sports (e.g., in-turn/out-turn in curling, travelling/double dribble in basketball).
K.1.S1.C.4	Identify the impact on youth of unethical issues (e.g., use of performance-enhancing substances, involvement of gambling in sports, male-only sports teams) in sport as represented in the media.
K.3.S1.A.1	Review safety rules, routines, and procedures prior to participating in each physical activity (e.g., allow space for full backswing and follow-through in golf).
S.3.S1.A.1	Apply rules and procedures for safe and responsible participation and use of equipment in selected, specific physical activities and environments (e.g., self-regulation, teamwork, promotion of fair play and inclusion).

Lesson 2

S.1.S1.B.3 Perform various officiating duties (e.g., refereeing, scorekeeping, timekeeping, making line calls for out of bounds . . .) related to a particular physical activity/ sport, including the use of hand signals where applicable (e.g., signals for side out, foot fault, net ball in volleyball . . .).

Lesson 3

K.1.S1.B.3	Analyze movement concepts related to game strategies in team
	activities (e.g., space awareness and relationships as applied to
	person-to-person defence or zone defence).

- **K.1.S1.C.2** Apply the terminology associated with the skills and rules for selected team activities/sports (e.g., in-turn/out-turn in curling, travelling/double dribble in basketball . . .).
- **K.1.S1.C.3** Describe the basic strategies employed in specific games and sports, including individual and team activities (e.g., pacing in running, varying placement of service . . .).

Module 10

Cluster

- **K.5.S1.E.2a** Identify the components for building and maintaining healthy, close relationships (e.g., effective communication and decision-making skills, respect, trust, love . . .).
- **K.4.S1.B.1a** Describe ways to treat others (e.g., show respect, consideration, support, encouragement, affection, understanding, forgiveness . . .) for developing healthy and meaningful relationships (e.g., between parent and child, siblings, best friends, in romantic relationships, in marriage, at work, in the community . . .).
- **S.4.S1.A.3** Apply interpersonal skills (e.g., use thoughtful language, acknowledge ideas and opinions of others, show respect, make a commitment . . .) in case scenarios related to developing close, meaningful relationships (e.g., between parent and child, siblings, mother and father, best friends, teammates, in romantic relationships . . .).
- **K.5.S1.E.3a** Describe social factors affecting human sexuality (e.g., culture, religious values, stereotyping, role models, media influence, body image, sexual orientation . . .).
- **K.5.S1.E.3c** Review personal responsibilities and sources of support (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books . . .) with regard to sex-related health issues.
- **K.4.S1.A.3** Examine factors (e.g., family, values, health knowledge, peer influence, media, social trends, requirements, costs . . .) that affect self and/or others in making decisions regarding active healthy lifestyles and/or career building.
- **S.5.S1.A.5** Apply a decision making process in case scenarios related to developing healthy relationships and responsible sexual behaviours (e.g., abstinence, no exploitation of others, safer sex to prevent pregnancy and STIs . . .).
- **K.5.S1.E.1c** Describe responsible behaviours for a healthy pregnancy (e.g., receive prenatal care; avoid use of alcohol, tobacco, and other harmful drugs; consume nutritious foods and fluids; have regular medical checkups; avoid sexual intercourse with infected partners . . .).

- **K.5.S1.E.2b** Examine the psychological implications of sexual activity and teenage pregnancy (e.g., hurt feelings, increased responsibility, loss of reputation . . .), and responsibilities regarding prevention (e.g., discuss decision with parents/religious leaders/doctor, abstain, communicate with partner, obtain contraception . . .).
- **K.4.S1.A.1** Examine personal strengths, values, and strategies (e.g., enhancing strengths, working on weaknesses, restructuring negative thoughts, thinking positively, persisting to achieve goals in spite of setbacks . . .) for achieving individual success and a positive self-image.
- **K.5.S1.E.4a** Examine behaviours that may decrease the risk of contracting HIV (e.g., practising abstinence, using condoms . . .), and behaviours that increase the risk of contracting HIV (e.g., having intercourse with infected persons, using contaminated needles, using or handling body fluids, giving birth once infected . . .).
- **K.5.S1.E.4b** Describe the symptoms of, effects of, and treatments for the most common sexually transmitted infections (e.g., gonorrhea, chlamydia, syphilis, herpes . . .).
- **K.3.S1.B.4** Demonstrate the ability to access valid health information and health-promoting products and services available in the community (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism; youth advocates, helplines, school/community counselling programs, friendship centres, ombudsperson, the Internet . . .).
- **K.5.S1.E.1a** Review the anatomy and physiology of the reproductive system of human beings.
- **K.5.S1.E.1b** Describe the potential consequences and risks associated with sexual behaviour (e.g., unplanned pregnancy, STIs, HIV, AIDS . . .) and different types of contraceptive methods (e.g., abstinence, use of condoms, foam, the pill, diaphragm, intrauterine device . . .).
- **K.5.S1.E.2b** Examine the psychological implications of sexual activity and teenage pregnancy (e.g., hurt feelings, increased responsibility, loss of reputation . . .), and responsibilities regarding prevention (e.g., discuss decision with parents/religious leaders/doctor, abstain, communicate with partner, obtain contraception . . .).
- **K.5.S1.E.3c** Review personal responsibilities and sources of support (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books . . .) with regard to sex-related health issues.

- **K.5.S1.E.3b** Examine the influences (e.g., family values, culture and religion, peer pressure, media images and advertising, substance use . . .) on making decisions for responsible sexual behaviour.
- **S.5.S1.A.5** Apply a decision-making process in case scenarios related to developing healthy relationships and responsible sexual behaviours (e.g., abstinence, no exploitation of others, safer sex to prevent pregnancy and STIs . . .).

- **K.5.S1.E.2a** Identify the components for building and maintaining healthy, close relationships (e.g., effective communication and decision-making skills, respect, trust, love . . .).
- **K.4.S1.B.1a** Describe ways to treat others (e.g., show respect, consideration, support, encouragement, affection, understanding, forgiveness . . .) for developing healthy and meaningful relationships (e.g., between parent and child, siblings, best friends, in romantic relationships, in marriage, at work, in the community . . .).
- **S.4.S1.A.3** Apply interpersonal skills (e.g., use thoughtful language, acknowledge ideas and opinions of others, show respect, make a commitment . . .) in case scenarios related to developing close, meaningful relationships (e.g., between parent and child, siblings, mother and father, best friends, teammates, in romantic relationships . . .).
- **K.5.S1.E.3a** Describe social factors affecting human sexuality (e.g., culture, religious values, stereotyping, role models, media influence, body image, sexual orientation . . .).
- **K.5.S1.E.3c** Review personal responsibilities and sources of support (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books . . .) with regard to sex-related health issues.
- **K.4.S1.A.3** Examine factors (e.g., family, values, health knowledge, peer influence, media, social trends, requirements, costs . . .) that affect self and/or others in making decisions regarding active healthy lifestyles and/or career building.
- **S.5.S1.A.5** Apply a decision making process in case scenarios related to developing healthy relationships and responsible sexual behaviours (e.g., abstinence, no exploitation of others, safer sex to prevent pregnancy and STIs . . .).

K.5.S1.E.1c	Describe responsible behaviours for a healthy pregnancy
	(e.g., receive prenatal care; avoid use of alcohol, tobacco, and
	other harmful drugs; consume nutritious foods and fluids; have
	regular medical checkups; avoid sexual intercourse with infected
	partners).

- **K.5.S1.E.2b** Examine the psychological implications of sexual activity and teenage pregnancy (e.g., hurt feelings, increased responsibility, loss of reputation . . .), and responsibilities regarding prevention (e.g., discuss decision with parents/religious leaders/doctor, abstain, communicate with partner, obtain contraception . . .).
- **K.4.S1.A.1** Examine personal strengths, values, and strategies (e.g., enhancing strengths, working on weaknesses, restructuring negative thoughts, thinking positively, persisting to achieve goals in spite of setbacks . . .) for achieving individual success and a positive self-image.

K.5.S1.E.4a	Examine behaviours that may decrease the risk of contracting
	HIV (e.g., practising abstinence, using condoms), and
	behaviours that increase the risk of contracting HIV (e.g., having
	intercourse with infected persons, using contaminated needles,
	using or handling body fluids, giving birth once infected).

- **K.5.S1.E.4b** Describe the symptoms of, effects of, and treatments for the most common sexually transmitted infections (e.g., gonorrhea, chlamydia, syphilis, herpes . . .).
- **K.3.S1.B.4** Demonstrate the ability to access valid health information and health-promoting products and services available in the community (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism; youth advocates, helplines, school/community counselling programs, friendship centres, ombudsperson, the Internet . . .).

- **K.5.S1.E.1a** Review the anatomy and physiology of the reproductive system of human beings.
- **K.5.S1.E.1b** Describe the potential consequences and risks associated with sexual behaviour (e.g., unplanned pregnancy, STIs, HIV, AIDS . . .) and different types of contraceptive methods (e.g., abstinence, use of condoms, foam, the pill, diaphragm, intrauterine device . . .).
- **K.5.S1.E.2b** Examine the psychological implications of sexual activity and teenage pregnancy (e.g., hurt feelings, increased responsibility, loss of reputation . . .), and responsibilities regarding prevention (e.g., discuss decision with parents/religious leaders/doctor, abstain, communicate with partner, obtain contraception . . .).
- **K.5.S1.E.3c** Review personal responsibilities and sources of support (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books . . .) with regard to sex-related health issues.
- **K.5.S1.E.3b** Examine the influences (e.g., family values, culture and religion, peer pressure, media images and advertising, substance use . . .) on making decisions for responsible sexual behaviour.
- **S.5.S1.A.5** Apply a decision-making process in case scenarios related to developing healthy relationships and responsible sexual behaviours (e.g., abstinence, no exploitation of others, safer sex to prevent pregnancy and STIs . . .).

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GLOSSARY

$G \, {\tt L} \, {\tt O} \, {\tt S} \, {\tt S} \, {\tt A} \, {\tt R} \, {\tt Y}$

ABCs (agility, balance, and coordination) of skill-related fitness

The ability to change direction quickly and to move as efficiently as possible with minimal energy expenditure.

abrasion

A scrape.

abstinence

Refraining from any sexual contact that may lead to pregnancy or to contracting sexually transmitted infections (STIs), the human immunodeficiency virus (HIV), and/or acquired immune deficiency syndrome (AIDS).

abuse

The physical, emotional, or sexual maltreatment of someone else, often a minor.

acute traumatic injury

Usually involves a single blow from a single application of force (e.g., getting hit by a bat in baseball).

addiction

A physiological (body) and/or psychological (brain) dependence on a substance (e.g., nicotine, alcohol, cannabis) or on an activity (e.g., gambling, marathon running) as a habit. A person relies on the substance or the activity to function from day to day, despite knowing that it might be harmful to self and others.

adjudication

A strategy for resolving conflicts in which someone (e.g., a school administrator) or something (e.g., a court of law) with authority determines a binding solution on the two parties involved.

adultifying

Treating a child/youth like an adult in an exploitive manner; giving a child/youth responsibilities far greater than someone of that age can handle; using a child/youth for profit.

aerobic activities

Physical activities (e.g., jogging, cycling, cross-country skiing) that use large muscle groups of the body (e.g., quadriceps, hamstrings) in a continuous rhythmic nature and that produce and sustain an elevated heart rate for an extended period of time (e.g., 20 minutes).

agility

The ability to change position and direction quickly, with accuracy, and without loss of balance.

AIDS

The most advanced stage of the disease caused by the human immunodeficiency virus (HIV) that attacks the body's immune system. AIDS stands for **acquired immune deficiency syndrome:**

- Acquired means that a disease is not hereditary.
- **Immune** refers to the body's defence against disease.
- **Deficiency** means that HIV destroys or severely weakens the immune system.
- **Syndrome** refers to a group of medical symptoms.

anaerobic training (or resistance training)

Training in which oxygen is not required to produce the required energy.

antagonistic pairs

Two skeletal muscles. The biceps and the triceps make up an antagonistic pair. When one muscle contracts, the second muscle returns the joint to its original position.

arbitration (or mediation)

A strategy for resolving conflicts in which a trained third party helps to work out a solution and suggests it to the parties in the conflict.

atrophy

The wasting away of muscle due to imperfect nourishment or lack of use.

balance

The ability to control or stabilize one's equilibrium while moving (dynamic balance) or while stationary (static balance).

bicep

The muscle of the upper arm that contracts to bend the elbow.

biomechanical principles of movement

Laws that help explain how something moves, and why it moves in that way. The principles include concepts that relate to force, balance, levers, and buoyancy.

blood pressure

The force that blood exerts on the walls of blood vessels as blood flows through them.

body composition

A person's body fat and lean (non-fat) body mass, which includes muscle, bone, and other tissues.

bursitis

Inflammation of a bursa (a sac-like structure found in joints) resulting from a repetitive movement or prolonged and excessive pressure (e.g., serving in tennis).

calisthenics

Body-weight exercise; a form of resistance training with one's own body weight (e.g., curl-ups, push-ups).

calorie

The unit used to measure the energy in food.

carbohydrate (CHO)

One of the three basic foods (the other two being protein and fat) that are the body's source of energy.

cardio-respiratory training (also called **aerobic conditioning**)

Training that requires oxygen to sustain the activity (e.g., swimming, running).

cardiovascular disease

A group of medical conditions that affect the heart and/or blood vessels. Heart attacks and strokes are the most dramatic signs of cardiovascular disease.

concentric contraction

A contraction that occurs when a working muscle shortens against resistance.

concussion

A type of injury sustained by the brain as a result of a violent shaking or jarring from a blow or a collision.

contusion

A bruise caused by a direct blow, which may cause swelling and bleeding in muscles and in other body tissues.

coordination

The ability to combine the movements of various body parts into smooth, fluid motion.

corked bat

A type of baseball bat that has slightly less mass than a regular bat. A corked bat is created by drilling out the centre of a wood bat and replacing it with cork. A professional baseball player can swing a corked bat faster than a regular bat, and is, therefore, able to watch the ball travel a longer distance before having to commit to swinging. After the bat hits the ball, however, the ball travels more slowly than it would if it had been hit by a regular bat.

cross-training

A physical workout program that incorporates a variety of exercises to develop and/or maintain one or more of the physical fitness components (e.g., participating in cycling, swimming, and running to develop cardiovascular fitness).

defensive strategies

Strategies used to stop the opposition from scoring or regaining and controlling the object of play.

dehydration

An excessive loss of water from the body that may be a result of hot, humid weather, diarrhea, vomiting, consumption of too much alcohol or caffeine, and/or intensive exercise. A water loss of as little as one to four per cent of a person's body weight may have serious health implications.

delayed-onset muscle soreness (DOMS)

Post-exercise muscle soreness.

dietary fibre

The indigestible substances in food that do not provide energy (calories). Insoluble fibre (also called roughage) helps move undigested food through the digestive tract. Soluble fibre helps lower blood cholesterol.

dislocation

A joint injury in which the ends of bones are forced from their normal positions.

dynamic contraction

Occurs when there is a visible shortening and lengthening of the working muscle.

dynamic stretching (also called **kinetic flexibility**)

Involves moving through a controlled range of motion (e.g., a controlled swinging motion) to extend a joint and prepare it for activity.

eccentric contraction

A contraction that occurs when a working muscle lengthens against resistance.

fair play

A philosophy that leads to an agreement, among all those involved in sport, on the values and attitudes that sport should promote.

fascicle

A bundle of fibres that makes up a muscle.

fast-twitch muscle fibres (also called type IIB or fast glycolytic)

The larger skeletal muscle fibres that are faster conducting, have less blood flow, have more immediately available fuel sources, have larger nerves activating them, and can contract more rapidly and with more force than slow-twitch muscle fibres. These are important for strength and speed activities.

fat

One of the three basic foods (the other two being carbohydrate and protein). Fat is the most concentrated source of energy in the diet, furnishing more than twice the calories of carbohydrate or protein.

flexibility training

Exercise that involves increasing the capacity of a joint to move through a full range of motion. It is specific to the action performed at the joint.

folic acid

A vitamin of the B group. A deficiency of folic acid is associated with anemia.

force

An external push or pull exerted on an object that causes movement.

fracture

A crack, break, or shattering of a bone.

frostbite

An injury to body tissues due to exposure to extremely cold temperature, strong wind, and precipitation. As a result, there may be an excessive decline in body temperature, cell damage, and blockage of blood supply to exposed body parts (e.g., ears, cheeks, nose, fingers, toes).

glycemic index

A rating system that indicates the extent to which a food raises blood sugar. Examples of high-glycemic-index foods include potatoes, cornflakes, and honey; examples of low- to moderate-glycemic-index foods include rice, pasta, and bananas.

glycogen

A reserve carbohydrate that is stored in the muscle. It is converted to sugar by insulin.

gravity

Tends to pull an object downward. The force of gravity begins to pull an object downward as soon as the object loses contact with the propelling force.

harassment

Directing toward an individual or a group of individuals any comment, conduct, or gesture that is insulting, intimidating, humiliating, malicious, degrading, or offensive. Considered as emotional abuse, harassment can be based on gender, race, or lifestyle.

health

A state of physical, mental, and social well-being. As an individual's state of health is constantly changing, it is said to be on a continuum.

heart attack

A blood clot in the coronary artery that carries blood to the heart, thereby reducing or stopping the heart's blood supply. A heart attack could cause mild symptoms such as mild pain, a feeling of breathlessness, and upset stomach, or severe symptoms such as crushing pain in the chest that spreads into the shoulders and down the arms. A heart attack can cause cardiac arrest.

heat exhaustion

A condition in which the body cannot maintain its internal temperature as a result of a warm/hot environment with high humidity. It is characterized by symptoms such as profuse sweating, dizziness, headache, shortness of breath, weak/rapid pulse, lack of saliva, and extreme fatigue (Williams et al. 51).

heatstroke

A condition in which the body cannot maintain its internal temperature as a result of a warm/hot environment with high humidity. It is characterized by symptoms such as lack of sweat, hot, dry skin, lack of urine, hallucinations, swollen tongue, visual disturbances, excessively high body temperature, and possibly unconsciousness (Williams et al. 51).

hematoma

A bleeding or pooling of blood anywhere in the body.

HIV

The name of the virus that causes AIDS. HIV stands for **human immunodeficiency virus**. It attacks the immune system, the part of the body that defends against diseases. If left untreated, the immune system will not be able to protect the body from diseases such as cancers or infections that can kill. This is called **AIDS**.

hyperthermia

The elevation of the body temperature above the normal range (i.e., over 37.3°C).

hypothermia

The dropping of the body temperature to 35°C or lower, often caused by the body's reaction to wet and cold weather conditions.

inclusion

To regard or treat as part of the whole.

intermediate muscle fibres (also called **type IIA** or **fast oxidative glycolytic**)

The muscle fibres that are classified as fast-twitch muscle fibres but are able to take on the characteristics of slow-twitch fibres through specific training. They are more like fast-twitch fibres but, like slowtwitch fibres, have more blood flow.

isokinetic exercise

A type of strength exercise in which the speed of the movement and the range of motion are controlled by a machine.

Karvonen formula

A formula used to determine the zone (target heart-rate training zone) in which to train.

kinetic flexibility (also called dynamic stretching)

Involves moving through a controlled range of motion (e.g., a controlled swinging motion) to extend a joint and prepare it for activity.

laceration

A cut in the skin that is usually deep enough to require stitches.

lactic acid

A waste product from muscles that can build up during vigorous activity.

maximum heart rate (MHR)

The fastest rate at which the heart can beat during physical activity.

mediation (or arbitration)

A strategy for resolving conflicts in which a trained third party helps to work out a solution and suggests it to the parties in the conflict.

motion

Movement produced by a force that is exerted as a push or a pull.

muscular endurance

The ability of a muscle or a group of muscles to exert force over an extended period of time without incurring fatigue.

muscular strength

The maximum amount of force that can be exerted by a muscle or a group of muscles in a single effort.

myofibril

A single muscle cell, representing the smallest unit of a muscle. A myofibril requires systems for using energy (glucose and fat), which allow it to do its work (contract).

negotiation (and compromise)

A strategy for resolving conflicts in which the individuals or parties involved communicate between or among themselves, which may result in a compromise.

Newton's first law of motion

"An object at rest tends to stay at rest and an object in motion tends to stay in motion with the same speed and in the same direction unless acted upon by another force." (*Law of Inertia*)

Newton's second law of motion

"The change in speed (acceleration) of an object is directly proportional to the magnitude of the force applied to the object and inversely proportional to the mass of the object." (*Law of Acceleration*)

Newton's third law of motion

"For every action, there is an equal and opposite reaction." (*Law of Counterforce*)

nicotine

The addictive chemical found in tobacco leaves.

offensive strategies

Strategies used when a player or a team is in possession and control of the object of play (e.g., a ball in tennis, a shuttlecock in badminton).

osteoporosis

A degenerative disease in which there is a reduction of bone density ("porous bones") and the ability of bones to regenerate themselves.

overuse (or chronic) injuries

Injuries that happen over a period of time, usually the result of repetitive training (e.g., running, overhand throwing, serving a ball in tennis). They include stress fractures, tendonitis, and bursitis.

oxygen debt

The process through which oxygen plays a part in anaerobic muscle metabolism. During anaerobic training, the body uses glycogen stored in the muscle for immediate fuel during heavy exertion. Oxygen is required to replace this fuel and, therefore, a person is in oxygen debt until the exercise is finished and the energy storage is replenished through the process of respiration (breathing).

physical fitness

A set of health- or skill-related attributes. Fitness involves the performance of the heart, lungs, and muscles of the body and helps individuals look, feel, and do their best.

power

The ability to apply maximum strength (i.e., a muscular contraction) with the quickest possible speed (e.g., putting the shot); the transfer of energy into force at a fast rate.

propelling force

A force that puts an object into flight. Any force applied to an object through its centre of gravity will result in the object travelling without rotation. An object without spin will waver in flight due to the effect of air resistance.

proprioceptive neuromuscular facilitation (PNF)

A type of static stretch in which a joint is assisted through the range of motion by a partner. Following a brief contraction of the muscle being stretched, the muscle is relaxed, and the partner then stretches the joint slightly farther.

protein

One of the three basic foods (the other two being carbohydrate and fat). Protein is composed of amino acids, which are a source of energy in the body, provide the connective and structural building blocks of tissue, repair injured tissue, and control the metabolic functions within the body cells.

resistance training (or anaerobic training)

A specialized method of conditioning that involves a wide variety of training methods (e.g., free weights, weight machines, elastic bands, medicine balls, body weight) designed to enhance muscle function, which in turn improves sport/activity performance and reduces the risk of injury.

respiration

The process of breathing.

safety collars

Found on barbells and used to keep the weight plates from sliding off the bars.

sarcomeres

The functional contractile units of muscles.

self-esteem

The individual's personal view of self; how one "sees" oneself and "feels" about oneself, either positively or negatively.

sexual activity

Any sexual contact that may lead to pregnancy or to contracting sexually transmitted infections (STIs), the human immunodeficiency virus (HIV), and/or acquired immune deficiency syndrome (AIDS).

sexually transmitted infections (STIs) (previously called sexually transmitted diseases)

A wide range of infections, bacterial or viral, that are spread mainly but not exclusively through sexual intimacy. An individual can become repeatedly infected and can have more than one STI at a time.

slow-twitch muscle fibres (also called type I or slow oxidative)

The smaller skeletal muscle fibres that have more blood flow (therefore more oxygen), have less immediately available fuel sources, and contract less quickly and with less force than fast-twitch muscle fibres. Their nerves conduct more slowly. They are important for endurance activities.

sprain

A stretch or tear of a ligament, the tissue that supports and strengthens joints by connecting bones and cartilage. A tearing of ligament fibres in a joint, causing pain and disability. A sprain is not a dislocation.

static stretching

Stretching done simply by bending a joint until there is sufficient tension in the muscle being stretched and then holding that position without discomfort for 10 to 30 seconds. It is recommended during a cool-down only.

stinger (or burner)

A neck injury that results from stretched nerves in the neck.

strain

A stretch or a tear of a muscle or a tendon.

stress fractures

Tiny cracks in the bone's surface often caused by repetitive overloading (as in the feet of a basketball player who is repeatedly jumping on the court).

stretching

A key element of warm-up and cool-down routines. Dynamic stretching before exercise (warm-up) helps extend joints and prepare them for activity. Static stretching after exercise (cool-down) helps relax muscles and restore them to their resting length and helps improve flexibility.

stroke

A blood clot in a blood vessel that leads to the brain; the brain cells served by that blood vessel gradually die due to lack of oxygen and other nutrients. Strokes may cause paralysis, loss of ability to speak, and death.

target heart-rate (THR) zone

A range of heart rates that a person aims for when doing physical activity, based on personal fitness goals. To gain the maximum benefits while exercising, individuals should maintain their heart rate in a certain zone for a certain period of time. This is called the target heart-rate zone. The formula used to calculate a person's THR zone takes into consideration the person's fitness level and age.

tendonitis

Inflammation of the tendon caused by repetitive stretching.

tricep

The rear upper arm muscle that straightens the elbow. It works with the bicep in an antagonistic pair.

verbal abuse

Making verbal or spoken comments that are hurtful, threatening, and/or intimidating.

wellness

The process of becoming aware of and making choices toward a more successful life. Wellness is a way of living and improving one's life based on reliable information and sound, health-enhancing decision making.

whiplash

An injury to the neck caused by an abrupt jerking motion of the head.