

## Lesson 3: Implementing the Safety and Physical Activity Plan

### Introduction

In this lesson students begin the process of identifying inherent risks in the physical activities that they have selected for their physical activity practicum. In addition, students demonstrate the ability to access appropriate information to make informed decisions about managing risk and safety related to participation in physical activity. They also begin to implement their physical activity plan and record their physical activity participation.

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### Specific Learning Outcomes

- 11.PA.2** Demonstrate an understanding of the risk-management process and responsibilities related to physical activity participation.
  - 11.PA.3** Demonstrate the ability to access and use information for making informed decisions about safety and risk management related to physical activity participation.  
*Includes:* level of instruction, level of supervision, facilities/environment, equipment, clothing/footwear, and personal and other considerations
  - 11.PA.4** Apply movement skills and concepts in selected physical activities that meet the goals of a personal physical activity plan.
  - 11.PA.5** Participate in physical activities at a moderate to vigorous intensity level.
  - 11.PA.6** Record and report the frequency, intensity, time, and type of the physical activities, as indicated in the personal physical activity plan, and reflect on physical activity participation.
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### Background Information

#### Personal Physical Activity Plan

Now that students have identified the activities in which they will participate for their physical activity practicum, they need to start putting together the components in a manner that they understand and can adhere to.

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**Refer to RM 4-PA: Personal Physical Activity Plan.**

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## Background Information

### Safety and Risk Management

The risk-management process is an essential part of a personal physical activity plan. Risk management is not about eliminating risk or injury. Rather, the process of risk management involves identifying the risk inherent in any physical activity and then identifying strategies to deal with the identified risk. By doing this, the risk is minimized and, if an injury does occur, the injury is minimized because of the proactive risk management.

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**Refer to RM 5-PA: Safety and Risk-Management Planner.**

New physical activities may be added to a physical activity plan once the original plan has been signed by the teacher and approved by the parent. Activities may also be included that are not listed on the Physical Activity Inventory (see RM 3-PA).

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## Background Information

### Finalizing the Physical Activity Plan

The following steps outline a process to be considered when finalizing and obtaining approval for a student's physical activity plan:

1. The physical activity plan, developed in accordance with the specified criteria, should include
  - selected physical activities that contribute to cardiorespiratory endurance plus one or more of the other health-related fitness components (muscular strength, muscular endurance, and flexibility)
  - a risk-management plan
  - Physical Activity Safety Checklists for the selected physical activities
2. Once the plan is developed, the teacher signs a letter addressed to the parents explaining the information they are receiving.



**Refer to RM 6-PA: Sample Cover Letter for Physical Activity Practicum.**

3. The Parent Declaration and Consent Form and the Student Declaration Form must be completed, as applicable, before a student begins implementing the OUT-of-class physical activity plan. As these forms will be specific to each school/division, teachers need to be aware of their content and location. These forms need to be signed by the parent for students under 18. There is also a Student Declaration and Consent Form for students 18 and over.
4. The personal physical activity plan, the Parent Declaration and Consent Form, and the Student Declaration Form are to be returned to the school. The teacher records that the appropriate forms have been signed and collected and keeps these until the end of the course.

### Implementing the Physical Activity Plan

Now it is time for students to begin implementing their physical activity plan and enjoying the physical activities they have chosen. Students also need to have a tool to record their physical activity participation.

#### *Recording Physical Activity Participation*

Students need to record their participation in physical activities and submit the record to the teacher. The students' record will include

- details of the physical activity participation on a schedule decided upon by the teacher
- an assessment of the amount of time spent in the development of health-related fitness components
- daily reflections of satisfaction with certain health habits. (Reflections may provide possible explanations for the level of satisfaction or feelings about the day in general.)

The following tools are provided to assist students with recording their participation.



**Refer to RM 7-PA: Physical Activity Log (available in Word and Excel formats).**

The Excel version of the Physical Activity Log is a more comprehensive log than the Word version. It is available on the CD-ROM version of this document, as well as online at [www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html](http://www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html).

#### Completing the Physical Activity Plan

At the conclusion of the course, parents will need to sign a form indicating that the information that the students have provided to the teacher is an accurate record of the students' participation in the OUT-of-class physical activity practicum. Students who are 18 years of age or older will need to have their sign-off form signed by their parents or an authorized adult.



## RM 5–PA: Safety and Risk-Management Planner

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

Taking responsibility for safety is a very important part of the OUT-of-class component of the Grade 11 Active Healthy Lifestyles course. The following questions will assist you in managing the risks while participating in any physical activity:

- Do you understand the safety rules related to the physical activity?
- Is the activity suitable to your age, ability, and physical condition?
- Is the activity suitable to any medical conditions or special health care needs that you might have?
- Do you understand the correct form or technique of the exercises or skills needed to practise?
- Do you understand the risks associated with the physical activity and ways to avoid the dangers?
- Is the equipment you will be using suitable and in good condition?
- Is the facility or playing area you will be using safe?
- Will appropriate instruction and/or supervision be provided to you in light of the danger or risk associated with the physical activity?
- Have you discussed your choice of physical activities with your parent and physical education/health education teacher?

I understand the risks associated with (name of physical activity) _____, which has a risk factor rating (RFR) of _____, and I intend to respect the following strategies to minimize some of the potential risks I can anticipate during my participation in this activity.		
Risk Areas	Potential Risks Involved	Personal Strategies to Minimize Risks
Level of Instruction	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>
Level of Supervision	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>
Equipment	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>
Facility/Environment	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>
Clothing/Footwear	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>
Personal and Other Considerations*	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>

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

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## RM 5–PA: Safety and Risk-Management Planner (Continued)

Risk Factor Rating (RFR) Scale		
RFR	Level of safety concerns; recommended instruction and supervision.	<i>Examples</i>
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, 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; qualified instruction and adult supervision are required.	Swimming Karate

### Reference:

For more information on safety and risk management for physical activities, go to the following school/ division website to access the *OUT-of-Class Safety Handbook: A Resource for Grades 9 to 12 Physical Education/Health Education* (Manitoba Education, Citizenship and Youth):

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*If you do not have access to the Internet, ask your teacher for a print copy of the Physical Activity Safety Checklists for the selected physical activities.*

## RM 7–PA: Physical Activity Log\*



Name \_\_\_\_\_ Class \_\_\_\_\_

Month \_\_\_\_\_ Week of \_\_\_\_\_

	Activity Description	Duration	Intensity (Light, Moderate, Vigorous)	Personal Reflection
<b>Example</b>	<ul style="list-style-type: none"> <li>▪ Walked to school</li> <li>▪ Jogged after school</li> <li>▪ Mowed the lawn</li> </ul>	<ul style="list-style-type: none"> <li>▪ 20 min.</li> <li>▪ 30 min.</li> <li>▪ 15 min.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Light</li> <li>▪ Vigorous</li> <li>▪ Moderate</li> </ul>	Felt great today. Had a good sleep. Ate too much at dinner. Feel a bit stressed about math test tomorrow.
<b>Day 1</b>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	
<b>Day 2</b>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	
<b>Day 3</b>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	
<b>Day 4</b>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	
<b>Day 5</b>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	
<b>Day 6</b>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	
<b>Day 7</b>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> </ul>	
<b>Totals</b>				

Consider ways to increase your physical activity:

- **Add activity.** Find a new activity that you enjoy. Walk for 15 to 30 minutes before you sit down for your favourite TV show or as a break during your work day.
- **Trade active time for inactive time.** Take a walk after dinner, ride an exercise bike or do curl-ups while watching TV, walk to return video rentals or to pick up small grocery items.
- **Do more of what you are already doing.** Walk at a faster pace, walk for 30 minutes instead of 20, or walk five times a week instead of three times.
- **Work a little harder.** Turn your walks into power walks or jogs.

\* Source: Dairy Council of California. "Physical Activity Journal." *Meals Matter: Eating for Health—Health Topics*. 2005. <[www.mealsmatter.org](http://www.mealsmatter.org)>. Adapted with permission of Dairy Council of California.