



# INJURY PREVENTION AND FIRST AID

## CHAPTER 13 RISK MANAGEMENT AND INJURY PREVENTION

### Learning Expectations

PF4.02 describe safety regulations, safety procedures, and protective devices designed to ensure their own safety and that of others

### CONTENTS

Teacher's Guide Topics	Student Workbook Activities
1. Risk Management	1. Keeping Our Participants Safe
2. Introducing the Safety Guidelines	2. Learn from the Experts
3. Preactivity Facility Safety Checks	3. The Safety Inspector Olympics 4. Preactivity Visual Safety Checklist
4. Fair Play and Safety	5. Fair Play
5. Emergency Action Plan	6. Ready for Anything





## TOPIC 1 Risk Management

### Objective

Students will become familiar with many aspects of risk management.

### Materials/Equipment

#### 1. Overhead:

- OH 1 Risk Management Steps and Responses

2. Risk management jigsaw puzzle: Create the risk management puzzle by cutting a piece of bristol board into 16 interlocking pieces. Use the template for a 16-piece puzzle found at [www.teacherhelp.org](http://www.teacherhelp.org). Print the following information on the front and back of the pieces:

Front	Back
Preactivity Facility and Equipment Safety Checks	Are there potential hazards in the facility you are planning to use for your event? How will you minimize them?
Approved and Properly fitting Personal Equipment	Will your participants need to use personal equipment? How will you assure that it fits properly and is approved (where applicable)?
Rules of Conduct	How will you communicate and enforce the rules?
Appropriate Supervision	What level of supervision is required for your activity? Who will provide it?
Telephone	Where is the nearest phone?
Return to Activity	How can you be sure that participants are recovered sufficiently to take part after an injury?
Accident Follow-up	What care needs to be provided to the accident victim? What will you learn from an accident that has occurred?
Commitment to Fair Play	How can you ensure that everyone has safety and fair play in mind?
First Aid Personnel	Who is on hand that is qualified to assess injuries and decide on treatment?
Emergency Drills	Have you walked through a mock accident?
Medical Information and Contact Forms	How will you know whether your participants have any conditions limiting their participation in your event?
Participant Readiness (physical and psychological)	How can you show that the participants are fit and skilled enough to complete the activity you have planned? Will participants feel pressured to try something they perceive as risky? Have you planned a warm-up?
Emergency Action Plan	Have you located the EAP for your facility? Do you know how to contact Emergency Medical Services?
First Aid Kit	Where will the first aid kit be during your activity? Does your activity require any additional first aid equipment or supplies?
Risk Warnings	How are you going to communicate risk warnings?
Appropriate Activities	Have you selected activities that match the participants' age and maturity?





## OH 1: Risk Management Steps and Responses

### **Risk Management Steps**

1. Identify the risks.
2. Prioritize the risks.
3. Identify how to reduce each risk.
4. Carry out the risk-reduction strategies.
5. Evaluate the risk management plan.

### **Possible Options for Responding to Risks**

1. Retain the risk.
2. Transfer the risk.
3. Reduce the risk.
4. Avoid the risk.
5. Eliminate the risk.





## Action Plan

*Note:* Assign the reading of Chapter 13 for homework.

- To engage students, ask for a show of hands to the following questions:
  - How many of you have been injured while playing a sport?
  - How many of you have been injured while working to develop your fitness?
  - How many of you have gotten hurt by colliding with another person or object?
  - How many of you have developed an injury slowly over time rather than in one incident?
  - How many of you think the injury could have been prevented?
  - How many of you think you could have had better care after the injury?
  - How many of you have continued to play or work out with an injury?

- Discuss risk in physical activity using the Ontario safety guidelines (p. 4) as a resource.

Paraphrased:

*It is important to recognize that there is an element of risk in all physical activity and to take action accordingly. . . . Safety awareness . . . based upon up-to-date information, common sense observation, action and foresight . . . is the key to safe programming.*

Stress the importance of setting a high standard of care for participants. Introduce the term *risk management*, the steps in risk management, and the options for responding to risks (OH 1). Students will write this information in their workbooks. Review the examples provided in the textbook.

- Distribute the pieces of the risk management jigsaw puzzle to 16 students. One by one, students will place their pieces on the blackboard with tape loops. Start with the corner pieces, then the sides, and then build towards the middle. Each student reads the question(s) on the back to the class and presents a short overview of the text material from prior reading. Facilitate a short discussion on each topic. Continue until all pieces have been set in place and all questions discussed briefly.
- Explain how having all the pieces in place still does not prevent accidents from happening, although it greatly reduces the risk. In addition to the mere frustration of finding that a piece of your jigsaw puzzle is missing, when it comes to safety, a missing piece significantly increases the risk.

Demonstrate this by removing the “Medical Information and Contact Forms” piece of the puzzle. Give the following examples:

- A student doing a high ropes course briefly loses consciousness and slips (safety harness prevents serious injury). This student’s medical information form was not checked prior to the activity. It stated that he has uncontrolled petit mal seizures.
- A student is stung by a bee and has a severe reaction. You were not prepared to deal with the situation because you did not check the medical information form, which indicated the allergy and the need for an EpiPen to be available at all times.





## TOPIC 2 Introducing the Safety Guidelines

### Objectives

1. Students will familiarize themselves with pertinent parts of the school board's PE safety guidelines or the Ontario PE safety guidelines available through OPHEA.
2. Students will develop a list of safety considerations for their events (intramurals, major events, and so on).

### Materials

1. Photocopy pages from the safety guidelines and assemble them into packages for group work.

Suggested package contents:

From secondary curricular document:

- list of generic safety issues
- list of specific safety components (equipment, clothing and footwear, jewellery, facilities, special rules/instructions, supervision)
- safety guidelines for three or four different sports likely to be part of intramural program (e.g., basketball, volleyball, floor hockey, badminton)

From intramural document:

- p. 4, Categories of Intramurals
- pp. 9-11, Supervision of Intramurals
- p. 13, Transporting People/Things
- p. 14, Building with Bodies
- p. 15, Target – Human, Other
- p. 16, Food/Water Activities
- p. 17, Relay/Chasing Games

### Action Plan

1. Divide the class into small groups. Provide each group with a package that contains safety resources from the school board or Ontario Physical Education Safety Guidelines.
2. Ask each group to review the material and develop a list of safety precautions that all student leaders should take into consideration when running their events. Debrief the activity as a large group, and develop a master checklist that will be used to assess students' application of safety procedures during their events.





### TOPIC 3 Preactivity Facility Safety Checks

#### Objectives

1. Students will develop their ability to conduct a visual facility safety check.
2. Students will develop a safety checklist for the facility they will be using for their planned event.

#### Materials/Equipment

See suggested list of hazards, or modify it for your facility.

#### Action Plan

Students will be challenged to find all the unsafe conditions in a facility. The example given is a gymnasium, but the strategy may be adapted to a playing field, arena, pool, or other facility.

1. Before students arrive, place several hazards in the gymnasium:
  - (a) Loose balls on floor
  - (b) Water on floor
  - (c) Bench placed away from wall
  - (d) Basketball rack under main basket
  - (e) Floor socket cap removed
  - (f) Piece of paper or sock on floor
  - (g) Doors opened into playing area (equipment room door, electrical panel box door)
  - (h) Wall padding not in place
  - (i) Chin-up bar partially off its brackets
  - (j) Floor hook protruding, not flush with floor
  - (k) Electric or hand drill for raising backboard hanging against the wall
  - (l) Etc.
2. Brief the students as follows: You are all “gymnasium safety inspectors” competing at the Safety Inspector Olympics. On the word “Go,” try to find all the safety hazards and write them on your list. Do not indicate by voice or body language when you discover a hazard – you don’t want to give away any answers to your opponents. You have 8 minutes; there are at least 12 hazards.
3. Gather students in and have them exchange and mark each other’s work. Elicit answers. Award prizes to top safety inspectors.
4. Ask students to remove the hazards.





### Reflection

Lead a discussion.

- Were there any hazards that everyone missed?
- Now that you have done a visual safety check, how long do you think it should take to complete one?
- Are you committed to dealing with all hazards? Is there any room for compromise?

### Assessment and Evaluation

Assign the task of developing preactivity visual safety checklists for the events the groups will be organizing.

Checklist for evaluating preactivity facility safety checklist:

Item:	Complete
Names and describes facility	
Describes event and participants	
Lists items to check in a logical sequence:	
• underfoot	
• walls	
• overhead	
Lists hazards that cannot be fixed and tactics for avoiding them (e.g., pylons, warning signs)	
Checklist can be completed in a relatively short time frame	





## TOPIC 4 Fair Play and Safety

### Objectives

1. Students will link fair play principles with safe participation.
2. Students will explore strategies for encouraging fair play and discouraging an overemphasis on competition in the events that they run.

### Materials/Equipment

1. Blackboard/chalk OR flip-chart pages/markers with headings:
  - Fair play is . . .
  - Cheating is . . .
  - Winning at all costs is . . .
  - Losing is . . .
2. Overheads:
  - OH 2 Fair Play Principles
  - OH 3 Gaining an Advantage over an Opponent
  - OH 4 OPHEA Definition of “Body Contact”

### Action Plan

1. Focus-in brainstorming:

Ask students to complete the sentences in their workbooks independently and then add their ideas to the sentence stems on the blackboard or flip-chart paper. Provide time for students to read all the contributed ideas.

2. Read the fair play overhead (OH 2) aloud in unison. Students will copy the information into their workbooks.
3. Think/Pair/Share: Ask students individually to brainstorm all the ways that participants try to gain an advantage over their opponents and then share their answers with a partner. In a large group discussion complete a chart.

Possible answers:

Positive Methods	Negative Methods	Fair Play Principle Ignored
Develop better sport skills	Depend on size and strength rather than skill	Respect the rules

*Continued on next page . . .*

