Workbook Preview

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Grade 8 – Health Unit

Personal Safety and Injury Prevention

	Expectations	Pages
D1.1	describe the signs and symptoms of	
D1.2		
D2.2	demonstrate the ability to assess situations for potential dangers, and apply strategies for avoiding dangerous situations	76-84
D3.2	analyse the impact of violent behaviours, including bullying, violence in intimate and sexual relationships, and gender-based violence or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence	85-134

Preview of 90 pages from this product that contains 179 pages total.

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Personal Safety and Injury Prevention



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The Science Behind Concussions

Understanding Concussions
A concussion is a type of brain injury that occurs when a force causes the brain to move rapidly back and forth inside the skull. This movement can cause chemical changes in the brain and sometimes stretching and damaging of brain cells.

How Concussions Happen
The brain is protected by cerebrospinal fluid inside the skull, but a sudden jolt or hit can cause the b to move violently. This can happen during sports, falls, or car accidents. When the b ves rapidly inside the skull, it can lead to a concussion.

Key D
Concu differ brain injuries in their cause and impact. Unlike more severe injuries that migh edi or permanent brain damage, concussions primarily affect the brai teadi mporary effects such as confusion, amnesia, and impaired coordina

Critical Signs and Sympto
Early recognition of concussio tom for proper treatment and recovery. Symptoms can be physical, cogniti e, en and related. Here is a list of common signs to watch for:

- Headache or a feeling of pressure in the hea
- Confusion or feeling foggy
- Dizziness or balance problems
- Nausea or vomiting
- Sensitivity to light or noise
- Memory problems
- Mood swings or changes in personality
- Sleep disturbances



The Importance of Response
Responding quickly to a suspected concussion is crucial. Continuing to play sports or engage in activities that could lead to another head injury can result in longer recovery times or more serious brain injuries. Rest and a gradual return to normal activities, under medical guidance, are key to healing.

Protecting the Brain
Understanding the mechanics of concussions helps us appreciate the importance of protecting our brains. Wearing appropriate helmets and safety gear during sports and recreational activities can help prevent concussions. Additionally, learning to recognize the signs and symptoms ensures that those affected receive the care they need promptly.

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True or False

Is the statement true or false?

1) Concussions always involve bleeding in the brain.	True	False
2) A concussion is a type of brain injury.	True	False
3) Helmets can prevent all brain injuries.	True	False
4) Symptoms of concussions can include nausea.	True	False
5) Memory problems are a sign of concussion.	True	False

Question

the questions below.

1) How concussions primarily affect the brain?

2) Why is early recognition of concussion symptoms important?

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Direction

Check the statements that show FACTS about con

1) Concussions happen when the brain moves quickly inside the skull	
2) You can only get a concussion from sports injuries	
3) Headaches can be a sign of a concussion	
4) It is safe to continue playing after hitting your head	
5) Dizziness and confusion can be symptoms of a concussion	
6) Concussions only affect physical health, not thinking	
7) Rest is important for recovery from a concussion	
8) Wearing helmets can help prevent concussions	

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Comprehensive Guide to Concussion Symptoms

Understanding Concussion Symptoms

Date: March 04, 2024 Author: By: Jamie Chen *2-minute read*

In the dynamic landscape of health and wellness, understanding concussion symptoms is paramount for timely and effective care. Concussions can manifest through a variety of symptoms, spanning from physical discomforts such as headaches and dizziness to cognitive impairments like concentration difficulties and memory lapses. Recognizing these signs is the first step toward seeking necessary medical attention and preventing further complications.

Concussions also impact emotional well-being, leading to mood swings or changes in personality. It's essential to recognize not just the immediate physical symptoms but also the subtle cognitive and emotional signs that may occur. Awareness and education on these symptoms empower individuals and caregivers to make informed decisions about health and recovery.

The importance of immediate concussion care cannot be overstressed. Early diagnosis and treatment are critical in managing concussions effectively, minimizing long-term effects, and facilitating a safe return to daily activities. Understanding the comprehensive nature of concussion symptoms, individuals can take proactive steps towards health and safety.

Regards,
Jamie Chen

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Comments:



Ethan Tremblay, March 06, 2024

Recognizing the wide range of concussion symptoms is crucial. It's not just the physical signs; the cognitive and emotional changes are equally important to address.

Like Reply 5h ago



Sophia Lalonde, March 04, 2024

Absolutely, Jamie! Additionally, fostering an environment where people feel comfortable seeking help and discussing their symptoms is vital for effective recovery.

Like Reply 2d ago

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True or False

Is the statement true or false?

1) Concussions can cause headaches and dizziness.	True	False
2) Emotional changes are not a symptom of concussions.	True	False
3) Immediate medical consultation is unnecessary for concussions.	True	False
4) Cognitive symptoms include memory problems.	True	False
5) Recogni[illegible] symptoms helps prevent further complications.	True	False

Questi[illegible]

[illegible]swer the questions below.

1) How do con[illegible] ar[illegible]ividual's emotional well-being?

2) Why is it important to seek medical consultation[illegible] a co[illegible]n?

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Define

What do the terms below mean?

Concussion	
Cognitive Symptoms	

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Curriculum Connection
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Role Play: Responding to Injuries

Objective

What are we learning about?

To educate students on recognizing and responding to injuries, including the initial management of concussions and other common injuries, through interactive role-playing.



Materials

What you will need for the activity.

- F[illegible]ng and treating symptoms of common injuries, including con[illegible]ions.
- Basic first [illegible]al, f[illegible]emonstration purposes).
- Scenario ca[illegible]ng diff[illegible]ury situations.
- A list of roles fo[illegible]dents [illegible]d person, responder, bystander, etc.).

Instructions

How you wi[illegible]ple[illegible]

1. Divide the class into small groups, assigning e[illegible]roup[illegible]ferent scenario card.
2. Provide each group with a fact sheet on com[illegible]niu[illegible]mptoms.
3. Within each group, students choose roles to play: the[illegible]ners[illegible]e firs[illegible] responder, and bystanders.
4. Allow time for the groups to read through their scenarios and p[illegible]ro[illegible]ole-play.
5. Each group takes turns performing their scenario in front of the class, demonstrating how to recognize symptoms and the immediate steps to take.
6. After each performance, discuss as a class the actions taken and what could have been improved.
7. Encourage students to refer to their fact sheets during the role-play to guide their actions.
8. Discuss the importance of seeking professional medical help when necessary.
9. Reflect on the emotional and physical aspects of dealing with injuries.

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Strategies	Use the strategies below to respond to injuries

1) **Stay Calm and Assess the Situation:** Teach students the importance of staying calm in emergencies. Panicking can cloud judgment and delay response time. Encourage deep breathing to maintain composure before assessing the situation.

2) **Use the "Three Cs" Strategy - Check, Call, Care**: First, check the environment for any dangers to yourself or the injured person. Next, call for help from a teacher, school nurse, or dial emergency services if needed. Finally, provide care within your ability until h arrives.

3) **Seek Before Helping:** If the injured person is conscious, always ask for their per roviding any form of aid. This respects their autonomy and can

4) **Apply the or ins and Strains**: Teach students the RICE method - Rest, Ice, n, Ele as a response for sprains and strains. This can help reduce sw and

5) **Identify Allergy Symp Know Respond**: For scenarios involving allergic reactions, educat nts cognize symptoms and understand the importance of quickly fin ste EpiPen or antihistamine, with adult supervision.

6) **Create and Use Emergency Cards**: Encoura ents mergency contact cards and, if applicable, medical information ast tc.). This ensures that in any situation, responders can qu stand h best assist.

7) **Implement the Buddy System in Outdoor Activities**: Alw ave sures no one is left alone during activities where injuries or health iss ore frequently, such as during sports or picnics.

8) **Practice Using Safety Equipment**: Familiarize students with the locati and proper use of safety equipment in classrooms and common areas, such as first aid kits, eyewash stations, and safety showers.

9) **Encourage Open Communication**: In any scenario, teaching students to openly communicate what they're experiencing or what they've witnessed can significantly aid in providing appropriate care. Encourage phrases like, "I see you're in pain, where does it hurt?" or "Tell me what happened," to better assess the situation.

10) **Utilize Distraction Techniques for Pain or Panic**: When dealing with injuries or stressful situations, teaching students simple distraction techniques, such as talking about a favourite hobby or using visualization techniques, can help manage pain or panic until help arrives.

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Scenarios	Role-Play Scenarios

Jamie slips on a spilled drink in the cafeteria and falls, hitting their head on the ground. Jamie feels dizzy and has a headache, suggesting a possible concussion. The students around Jamie need to assess the situation and decide how to help while ensuring their own safety.

Alex twist[illegible]ir ankle during a game of basketball and can't bear weight on it, showing s[illegible]a sprain. The gym teacher is momentarily out of sight, so classmates must ste[illegible]ovide initial support and comfort to Alex, assessing the injury's sever[illegible]

Samira gets st[illegible]bee du[illegible]utdoor school picnic and starts showing signs of an allergic reac[illegible]nclu[illegible]w[illegible]and difficulty breathing. Her friends need to recognize the allergic [illegible]mptor[illegible]act quickly to get help from a teacher.

On a hot summer day, Jordan starts fe[illegible]nt an[illegible]eous during the school's sports day, showing signs of heat exha[illegible]on. Clas[illegible]tes [illegible]identify the symptoms, move Jordan to a cooler place, and ensure the[illegible]ydra[illegible]seeking further assistance.

During an art project, Chris accidentally cuts their finger w[illegible]scis[illegible]deep, and there is significant bleeding. Fellow students must apply first[illegible] manage the bleeding and prevent infection until a teacher can take ove[illegible]

Leyla, known to have asthma, starts wheezing and struggling to breathe during a school assembly. Her classmates remember she carries an inhaler and need to find it in her bag, help her use it correctly, and comfort her while waiting for adult intervention.

During a chemistry experiment, Aarav splashes a chemical on his arm, causing irritation and a burning sensation. His lab partner needs to quickly assess the situation, use the eyewash station and safety shower appropriately, and alert the teacher for further instructions.

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Reflection Answer the questions below.

1) What is the first step when you see an injury?

2) How ca tell if an injury is serious?

3) Why is it importa stay in ncies?

4) How does immediate response affect injury outcom

5) What steps would you take if your teacher fainted in the classroom?

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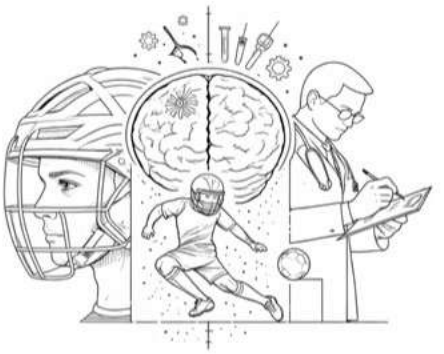
D1.1

Second-Impact Syndrome and Its Prevention

Understanding Concussions



A concussion is a type of brain injury caused by a bump, blow, or jolt to the head. It can temporarily affect brain function, leading to symptoms such as headaches, confusion, dizziness, and changes in mood or behaviour. It's crucial for everyone, especially athletes, to recognize these symptoms early to prevent more severe injuries.

Risks of M ncussions

When a r es a concussion, the brain needs time to heal. If another concu s b e brain has fully recovered, it can lead to severe and often life-thre ing co is is known as Second-Impact Syndrome (SIS), a rare but catastrophic ev

Key Facts about Sec mpa

- Occurrence: SIS happe a seco y to the head occurs before symptoms from an initial concussio bsi to rapid and severe brain swelling.
- Symptoms: After the second act, experience rapid deterioration, losing consciousness, and entering at co d to coma or death if not treated immediately.
- Age Factor: Young athletes, particularly those sch at higher risk due to the nature of their developing brains.

Preventing Second-Impact Syndrome

The key to preventing SIS lies in proper management and r y fr concussion. Here's a list of preventative steps:

- Immediate Response: Any athlete suspected of having a concus emoved from play immediately.
- Medical Evaluation: Before returning to sports, the individual must be e luated and cleared by a healthcare professional.
- Education: Athletes, coaches, and parents should be educated about concussion symptoms and the importance of reporting them.
- Gradual Return: If a concussion is diagnosed, a gradual return-to-play protocol should be followed, ensuring the athlete is symptom-free at each step.

Importance of Proper Recovery

Allowing the brain adequate time to heal after a concussion is critical. Rushing back into physical activity not only risks SIS but can also lead to prolonged concussion symptoms and potential long-term brain health issues. Education and awareness are our best tools in safeguarding against the dangers of multiple concussions and Second-Impact Syndrome.

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True or False

Is the statement true or false?

1) Concussions can temporarily affect brain function.	True	False
2) SIS occurs without a previous concussion.	True	False
3) Symptoms of SIS include confusion and headaches.	True	False
4) Athletes are at lower risk of SIS as adults.	True	False
5) Education on concussion symptoms reduces SIS risks.	True	False

Summariz

mmary of the text including the main idea and supporting details.

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Questions

Answer the questions below

1) What does SIS stand for, and why is it dangerous?

2) Why are young athletes particularly at risk for SIS?

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D1.1

Healing Minds, Resuming Lives

Safe Steps Back



In the bustling city of Maplewood, 13-year-old Alex found himself sidelined from his beloved soccer team after a sudden fall during a match led to a concussion. His journey to recovery became a lesson in patience, resilience, and the importance of health over

Concussions are serious brain injuries that can alter the way your brain functions. Symptoms include headaches, difficulty thinking, and problems with concentration. It's something no one, especially not a student and athlete like him, should ignore. Statistics show that among Canadian youths under 20, sports-related incidents account for 39% of concussions, highlighting the need for awareness and proper recovery plans.

Under the guidance of his healthcare provider, Alex followed a "Return to School Plan." Initially, this meant staying home to rest, with absolutely no computer or physical education classes. Even screen time was drastically reduced to prevent further strain on his brain, challenging for a teenager in today's digital world. However, this rest phase was crucial for reducing his symptoms.

Gradually, with medical approval, Alex began reintroducing light mental activities. His plan was tailored specifically to his recovery, emphasizing the importance of not rushing back to full academic and physical activity too quickly. Slowly but surely, he resumed attending classes for partial days, progressively increasing his workload as his tolerance improved.

The path back to the soccer field mirrored this careful approach. Starting with light exercises and, over weeks, advancing to full participation, Alex's experience underscored the necessity of a medically supervised, gradual return to activity. His story serves as a reminder that while the road to recovery might seem long, ensuring a safe return to daily life and sports is paramount.

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Questions

Answer the questions below.

1) What are some symptoms of a concussion?

2) Why was reducing screen time important in Alex's recovery process?

True or False

e sta or false?

1) Concussions can change bra	True	False
2) Headaches are not a symptom of con	True	False
3) Only physical activities cause concuss in you	True	False
4) Rest includes reducing both physical activity reen	True	False
5) Light mental activities are reintroduced gradually. e		False

Connecting

Describe a time when you were ill and needed time to re you had a concussion. How did/would you spend your time? you feel? Why is taking time for recovery important?

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D1.1

Fact or Fiction? Myths About Concussions and Injuries

Objective

What are we learning about?

To increase students' awareness and understanding of concussions, injuries, and violence through an interactive game that separates myths from facts.



Materials

What you will need for the activity.

- P[illegible]out concussions, injuries, and violence (half true, half false)
- Red [illegible] for fiction, green for fact)
- A bell or b[illegible]
- A prize for the [illegible]

Instructions

How you [illegible]

1. Divide the class into two teams an[illegible]game.
2. Present a statement to the class. Each te[illegible] dis[illegible]hemselves and decide if the statement is a fact or fiction.
3. After discussion, each team will choose a represent[illegible] ho[illegible]swer using the red or green card.
4. Use the bell or buzzer to signal the time for revealing answers.
5. Reveal the correct answer and provide a brief explanation to clarify any misconceptions.
6. Award points to the team that correctly identifies the statement as fact or fiction.
7. Alternate between teams for each statement to keep engagement high and give each team equal opportunities.
8. Keep score throughout the game. Consider adding bonus points for quick and correct answers to encourage active participation.
9. Conclude the game by announcing the winning team and distributing the prize.

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Fact or Fiction | Read the statements below.

1	A helmet can reduce the risk of a concussion.	Fact
2	Concussions only occur with a loss of consciousness.	Fiction
3	You can have a concussion without hitting your head.	Fact
4	Only a[illegible]letes need to worry about concussions.	Fiction
5	Res[illegible]ant for recovery after a concussion.	Fact
6	[illegible]don't ha[illegible]oms immediately, you're fine.	Fiction
7	Sympton[illegible]ussion[illegible] delayed for hours.	Fact
8	A CT scan alway[illegible]ow[illegible]ncussion.	Fiction
9	Repeated concussions c[illegible]to l[illegible]blems.	Fact
10	Wearing a helmet makes you imm[illegible]head i[illegible]	Fiction
11	Concussions are a type of traumatic brain[illegible]	Fact
12	You must hit your head hard to get a concussion.	Fiction
13	Symptoms of concussions can vary widely among indivi[illegible]uals.	[illegible]t
14	Young people recover from concussions faster than adults.	Fiction
15	Education on proper sports techniques can prevent injuries.	Fact
16	Concussions are easily diagnosed and treated.	Fiction
17	Proper sports equipment can lessen the risk of injuries.	Fact
18	Only hits to the head can cause concussions.	Fiction
19	Awareness and education can reduce violence in sports.	Fact
20	All concussions cause long-term brain damage.	Fiction

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D1.1

Post-Concussion Syndrome: Recovery Challenges

Understanding PCS
Post-Concussion Syndrome (PCS) is a complex condition that affects individuals who have suffered a concussion. A concussion is a type of brain injury that can occur from a blow to the head or a sudden jolt, often seen in sports, accidents, or falls. PCS involves experiencing concussion symptoms for a longer period than usual, sometimes weeks, months, or even years after the initial injury.

Recognizing PCS Symptoms
PCS presents a range of symptoms that can vary in intensity. These symptoms can be physical, emotional, cognitive, and sleep-related. Students with PCS might experience:

- Headaches and dizziness
- Fatigue and nausea
- Irritability and mood changes
- Difficulty concentrating and remembering problems
- Sleep disturbances



Challenges in Academic Settings
Students recovering from PCS may face several challenges at school:

- Concentration Difficulties: Struggling to focus during lessons.
- Memory Problems: Difficulty remembering new information.
- Physical Symptoms: Headaches and fatigue can make school feel longer.
- Emotional Changes: Increased irritability can affect social interactions.

Strategies for Managing PCS
Effective management of PCS in academic and social settings involves a combination of rest, gradual return to activities, and accommodations. Here are some strategies to support recovery:

- Modified School Schedule: Shortened days or extended time for assignments can help manage fatigue.
- Quiet Space: Access to a quiet room can alleviate headaches and sensitivity to noise.
- Rest Periods: Scheduled breaks during the day to prevent overexertion.
- Communication: Regular check-ins with teachers and counsellors to adjust accommodations as needed.

Navigating Social Challenges
Social interactions can be challenging for students with PCS. Encouraging understanding among peers and promoting a supportive environment are key. Activities that do not require physical exertion but allow for social engagement can help maintain friendships and support emotional well-being.

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True or False

Is the statement true or false?

1) PCS can last for weeks, months, or years.	True	False
2) PCS symptoms are solely physical.	True	False
3) Memory problems are a symptom of PCS.	True	False
4) Scheduled rest periods can help manage PCS symptoms.	True	False
5) Social i[illegible]ions are not affected by PCS.	True	False

Questi[illegible] stand for and what causes it?

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Managing Recovery After Concussion

List or draw examples of safe behav[illegible] un[illegible]behaviours for someone recovering from a concussion.

Safe Behaviour		

Unsafe Behaviour		

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D1.2

The Risks and Realities of Crash Diets

Crash Diets: Hidden Dangers

In the small town of Maplewwod, 13-year-old John was determined to get in shape before the school's annual sports day. Influenced by rapid weight loss stories online, John decided to follow a crash diet, limiting food intake to just a few hundred calories a day. At first, the pounds seemed to melt away and John felt victorious.



However, after a few days, John started feeling unusually tired and irritable. His concentration during lessons became difficult, and sports performance deteriorated instead of improving. Concerned, the school's health teacher, Mr. Singh, noticed these changes and decided to educate John and the class about the risks and realities of crash diets.

Mr. Singh explained that crash diets often lead to severe nutritional deficiencies, as they don't provide the body with the necessary vitamins and minerals needed for growth and health. He shared that, according to health experts, teenagers require between 1,400 to 2,400 calories per day, depending on their activity level, to support their rapidly growing bodies.

Moreover, Mr. Singh discussed the impact of such diets on mental health, including increased risk for eating disorders, depression, and anxiety. He stressed the importance of balanced nutrition and regular exercise, advocating for a healthy lifestyle over quick fixes.

Inspired by Mr. Singh's lessons, John decided to adopt a healthier approach to eating and exercise, focusing on strength and well-being rather than just weight loss. The journey wasn't easy, but with support from friends and family, John learned the value of balanced living, promising never to fall into the trap of crash diets again.

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Questions

Answer the questions below.

1) What initially influenced John to try a crash diet?

2) What did [illegible] Singh stress as more important than quick fixes for weight loss?

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True or False

Is [illegible] true or false?

1) The internet has quick, healt[illegible]ys t[illegible]	True	False
2) Crash diets provide all necessary vita[illegible]nd min	True	False
3) Teenagers need over 3,000 calories every day.	True	False
4) Crash diets can lead to mental health risks.	[illegible]rue	False
5) Balanced nutrition is less important than rapid weight l[illegible]	[illegible]ue	False

Reflecting

What could John do to get ready for sports day in a [illegible]y way?

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Is It Safe or Risky?

Crash dieting is when someone eats very little food or skips meals to lose weight quickly. It can harm the body and mind if not done properly.



Decide	Is it SAFE or RISKY?

1) John eat[illegible]one small meal a day to lose weight fast.	Yes	No
2) Claire [illegible]ced diet with fruits, vegetables, and regular meals.	Yes	No
3) Ma[illegible]ips mea[illegible] he wants quick results before a school event.	Yes	No
4) Rob feels w[illegible] afte[illegible]ting his food intake too much.	Yes	No
5) Sam refuses to e[illegible] his [illegible] he is afraid of gaining weight.	Yes	No
6) Tom chooses to eat sma[illegible]rtions bu[illegible]ludes all food groups.	Yes	No
7) Ashley drinks only water all da[illegible]nstea[illegible]	Yes	No
8) Aria follows advice from a health tea[illegible]about p[illegible]n.	Yes	No
9) Mia feels tired and cannot focus in class due [illegible]of fo[illegible]	Yes	No
10) Leo becomes irritable because he is not eating eno[illegible]	Yes	No
11) Chloe eats regularly and chooses healthy snacks.	[illegible]	No
12) Ethan follows a crash diet he saw online without guidance.	[illegible]	No
13) Mia enjoys healthy meals and still stays active every day.	Yes	No
14) Noah ignores hunger signals just to lose weight faster.	Yes	No
15) Daniel eats a balanced diet and exercises regularly.	Yes	No
16) Lily skips breakfast every day to try to lose weight faster.	Yes	No
17) Mark eats three balanced meals and listens to his hunger cues.	Yes	No
18) Nina follows extreme diet trends she sees on social media.	Yes	No
19) Owen drinks water and eats regular meals to stay energized.	Yes	No
20) Sara avoids entire food groups without medical advice.	Yes	No

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D1.2

Tattoo and Piercing Impacts

Ink and Piercings Guide

In the bustling town of Maple Grove, 13-year-old Aarav and his friend Leyla were captivated by the world of tattoos and piercings. They marvelled at the vibrant tattoo designs and unique piercings displayed in the windows of the local parlo Ink Haven. However, their curiosity was mixed with a bundle o ns about the implications of such body art.



Mrs. P a healt t Maple Grove School, noticed their interest a o gu em through the journey of understanding t and he explained that tattoos and piercings are not just about aesthetics; the ve seriou h considerations. For instance, getting a tattoo involves injecting ink in der d layer of skin, which carries risks such as allergic reactions, skin infecti the p ty of bloodborne diseases like hepatitis B and C if the equipment is not steri

"Piercings," she continued, "also come with their sha sks, such cterial infections and prolonged healing times. The navel can take o 9 while earlobe piercings might heal in 6 weeks."

Mrs. Patel stressed the importance of aftercare, including keeping the area clean and following the care instructions provided by professionals. "Always ensure you go to a reputable and professional studio," she advised. "They should use sterile equipment and provide detailed aftercare instructions."

Aarav and Leyla learned the value of informed decision-making when considering body art. They understood that tattoos and piercings are not decisions to be made lightly and recognized the importance of prioritizing health and safety in expressing oneself.

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D1.2

Questions Answer the questions below.

1) What layer of the skin is ink injected into when getting a tattoo? Why is this a problem?

2) Why can[illegible]tting a piercing be risky and unsafe?

PREVIEW

True or False [illegible] false?

1) Tattoos inject ink into the sk[illegible] la	True	False
2) Piercings can lead to bacterial infect[illegible]	True	False
3) Navel piercings heal within 6 weeks.	True	False
4) Aftercare is crucial for tattoos and piercings.	True	False
5) Professional studios use non-sterile equipment.	[illegible]ue	False

Draw Draw a 3-panel comic strip that shows someone makin[illegible]rmed decision about getting a tattoo or piercing.

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D1.2

Activity: Spot the Red Flags

Objective

What are we learning about?

Students will analyze real-life scenarios related to tattoos and piercings to identify unsafe practices and possible health risks. They will apply their knowledge of safety, hygiene, a care to make informed and responsible decisions.

PREVIEW

Materi

Wh u need for the activity?

- Worksheet,
- Pen or pencil



Instructions

How will you comple activit

1. Students will analyze real-life scenarios re o ta ings to identify possible health risks and unsafe practices.
2. Students will identify and list at least three warning sig ed f each scenario.
3. Students will explain why certain actions or situations may be harmf unsafe.
4. Students will apply their knowledge of proper hygiene, safety procedures, and aftercare in evaluating each scenario.
5. Students will demonstrate critical thinking by recognizing both obvious and subtle risks.
6. Students will make informed and responsible decisions when faced with situations involving tattoos and piercings.
7. Students will communicate their ideas clearly through written responses and class discussion.

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Activity: Spot the Red Flags

Scenarios	Red flags
Lena visits a tattoo shop she found online because of its affordable prices. The place looks simple but organized. The artist prepares the tools while talking to another customer and then begins setting up. Lena notices the [illegible] feels a bit rushed, and she is not [illegible] explanation about what will [illegible] to take care of the tattoo [illegible] but decides to cont[illegible]	
Mark goes to a [illegible] get his ear pierced. [illegible] warmly and says the [illegible] The tools are already laid [illegible] table, and the worker begins right [illegible] a short wipe on the ear. After finish[illegible] the worker gives a brief reminder to "keep it clean" but does not explain further. Mark leaves feeling excited but not fully informed.	
At a friend's house, a group decides to try a small tattoo using a kit they bought online. They follow a video tutorial and do their best to prepare. One friend cleans the skin while another sets up the tools. Although they try to be careful, they are unsure if everything they are using is properly safe. They continue anyway, thinking it's a fun experience.	
Sofia goes to a nearby studio for a navel piercing. The place looks neat, and the artist seems experienced. However, the artist is in a hurry and gives only a short explanation before starting. After the piercing, Sofia is handed a small note with basic care instructions, but she still has questions about healing and possible problems.	

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D1.2

Activity: Spot the Red Flags

Scenarios	Red flags
Jay books a tattoo session with an artist who offers home service. The artist shows pictures of previous work and seems confident. The setup is done in a room at home, and while everything looks clean, Jay is not sure if the tools were prepared. The artist reassures that everything is fine, so Jay decides to proceed.	
Carla visits a new tattoo shop recommended by a friend. The shop looks modern and has many customers. When it's her turn, the artist starts quickly and starts explaining the process while already setting up. Carla notices that some materials are taken from a drawer by the container, but she isn't sure if they are new. After the piercing, she is told to "avoid touching it too much," but no further details are given.	
Ethan chooses a tattoo studio based on good online reviews. When he arrives, the artist asks him to pick a design quickly because there are many customers waiting. While preparing, the artist moves from one task to another without much pause. The explanation about the process and aftercare is brief, but Ethan decides to continue.	
Mia gets a second ear piercing at a small shop near her school. The worker is friendly and talks to her during the process. The tools are already laid out on a tray before she arrives. After the piercing, she is told she can remove the earrings after a few days if she wants, without much explanation.	

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D1.2

Driving Safely, Avoiding Risks

Safe Roads Ahead

In the small Canadian town of Mapleview, Jordan and Navdeep were best friends with a love for hockey and a shared dream of exploring every corner of their beautiful country. As they approached the age when they could legally drive, their excitement was palpable, b so were the responsibilities that came with this new freedom.



One eve king on a school project, they stumbled upon tling sta roximately 4 Canadians die every day due to imp in g alcohol, drugs, or both. This fact hit them romp o dive deeper into the topic for their project.

They learned that driving under e infl airs judgment, reaction times, and overall ability to operate a vehicle ty. Mor nsed driving, often due to inexperience, significantly increases the risk o ents. ere determined to share these findings and advocate for safer roads.

Together, Jordan and Navdeep developed a presentation ou ng id dangerous driving situations. They emphasized the importance of nto a car with an impaired driver and always having a plan for a safe ride ho ey also highlighted the value of gaining experience through supervised driving before hitting the road independently.

Their presentation, shared with their classmates and at a community meeting, sparked conversations about responsible decision-making and the collective effort needed to ensure everyone's safety on the road. Jordan and Navdeep became local heroes, not just for their passion for hockey, but for their commitment to making Mapleview a safer place for all.

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D1.2

Questions Answer the questions below.

1) What did Jordan and Navdeep learn about impaired driving?

2) How does impaired driving affect a person's ability to drive?

True or False Is the statement true or false?

1) Four Canadians die daily due to impaired driving.	True	False
2) Impaired driving includes only alcohol consumption.	True	False
3) Unlicensed driving increases accident risks.	True	False
4) The boys made a poster about safe driving.	True	False
5) Experience through supervised driving is unnecessary.	True	False

Direction Check (✓) the boxes that show safe driving behaviours and those that are unsafe choices.

❑ Wear a seatbelt at all times	❑ Drive when feeling tired or sleepy	❑ Ignore road signs and signals
❑ Drive under the influence of alcohol or drugs	❑ Ride with a sober and responsible driver	❑ Respect other drivers and pedestrians
❑ Follow traffic rules and speed limits	❑ Get into a car with an impaired driver	❑ Stay alert and aware of surroundings
❑ Use your phone while driving	❑ Plan a safe way home before going out	❑ Speed to reach your destination faster
❑ Stay focused and avoid distractions	❑ Gain experience through supervised driving	❑ Make safe and responsible decisions

PREVIEW

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The Impact of Joining Gangs on Youth

"Youth and Gang Dynamics"

Publish Date: March 15, 2024

In many co[illegible]unities across Canada, the allure [illegible]nging and identity leads so[illegible] people down a path intert[illegible] The reasons behi[illegible] decisio[illegible]ks involved, and the [illegible]nsequ[illegible] ac[illegible] along with positive [illegible] a[illegible], she[illegible] on a pressing issue [illegible]g tod[illegible]

Gangs often appeal to yo[illegible] who feel isolated or disconnected fr[illegible] peers and communities. They pr[illegible]ise sense of belonging, protection, and sometimes, financial gain. However, the reality of gang life is far from the glamorous image portrayed. Dr. Amina Patel, a sociologist specializing in youth behaviour and gang dynamics, explains, "Young people are drawn to gangs during periods of vulnerability. They're looking for a family, for people who 'get them.' But the risks, legal trouble, violence, and even death are very real and often downplayed."

Statistics from the Canadian Centre for Justice and Community Safety show that youths involved in gangs are significantly more likely to experience legal issues, with a 70% higher chance of incarceration compared to their non-gang-affiliated peers. Furthermore, they are at a heightened risk of becoming victims or perpetrators of violence.

The story of Alejandro, a former gang member, highlights the personal consequences of gang involvement. "I joined because I felt alone and angry. I thought the gang was my ticket to respect and money. Instead, it brought me nothing but trouble. I lost years of my life and nearly lost my life," he shares. Alejandro's journey out of gang life involved reconnecting with his family and finding support in community programs designed to offer positive alternatives and support systems.

Recognizing the need for belonging and positive reinforcement, communities [illegible] been working to create safer, more [illegible] spaces for youths. Programs focu[illegible] sports, arts, and mentorship off[illegible] be[illegible] of gang membership [illegible]unity [illegible] support without the [illegible]stati[illegible]es. According to Dr. [illegible] bout p[illegible]ing real alterna[illegible] mee[illegible] needs youths are trying [illegible] th[illegible] involvement. When [illegible] to positive communit[illegible] [illegible]nuinely valued, the allure of ga[illegible]inishes."

While the challenges are significant, the message is clear: with the right support and alternatives, youths can find the sense of belonging and purpose they seek outside the shadows of gang life. It's a collective effort that requires communities, families, and individuals to work together towards a safer, more inclusive future for all young people.

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True or False

Is the statement true or false?

1) Gangs offer protection and a sense of belonging.	True	False
2) Joining a gang has no legal consequences.	True	False
3) Youths in gangs face a higher risk of violence.	True	False
4) Gangs provide a reliable path to respect and money.	True	False
5) Community programs offer positive alternatives to gangs.	True	False

Questio

Answer the questions below.

1) What two re youths might be drawn to gangs?

2) What kinds of programs can provide s to gangs?

PREVIEW

Word Search

Find the words in the wordsearch.

Gang	Youth
Risk	Legal
Belong	Violence
Support	Mentor
Respect	Art
Safer	Program
Identity	Trouble

O F J B T U M X R I S K Y B U L P P
P Z Y H D N B R W R U G Q X I H L V R
T I U S O I O X K E V J D N F X E M W R
R L T A U F O E A F Q D D T A V Y Y F E
O E R R K P F B P A L K M X Q K Q O B S
U C A E N Z P E N S N Z Q E X D Y U E P
B N H Q A P G O Q G N E X W N K Q T L E
L E E H N U A R R M Q Y G J F T T H O C
E L J W Y B V U C T N D N O G N O Y N T
Z O N F G W H C G Q X R A Z S O I R G W
Q I U S I K Y R I P B E G K S F M T O L
Q V V B B Z D M F I Z N G E R F H Q B A
Z Z L G V N H F F T U I D E N T I T Y G
U P R O G R A M T I Q E Y B I B G N L E
Q Y A C R K R C I O Q W O C Y V A J N L

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Curriculum Connection
D1.2

Role Play: Peer Pressure Situations

Objective
What are we learning about?

To enable students to understand and respond effectively to peer pressure, particularly regarding risky behaviours, through the development of refusal skills and the suggestion of safer alternatives.

Materials
What you will need for the activity.

- S ds
- Fac eet on er pressure
- A hat or c raw cenario cards
- Notebook a r each



Instructions
How yo nple ivity

1. Begin by discussing what peer pr s and important to handle it wisely. Share personal experiences comfor .
2. Introduce the fact sheet on how to refuse pressure ting key strategies and discussing them as a class.
3. Divide the class into small groups of 3-4 students.
4. Place scenario cards in a hat. Each group draws one scenari .
5. Give groups 10 minutes to prepare their role-play, encouraging th o use strategies from the fact sheet.
6. Each group performs their role-play in front of the class. Encourage applause.
7. After each performance, discuss what strategies were used to refuse peer pressure.
8. Encourage the audience to suggest different outcomes or strategies that could also be effective.
9. Conclude by summarizing the importance of standing up to peer pressure and making safe choices.

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Curriculum Connection
D1.2

Role Play Tips | Tips for resisting peer pressure.

1) **Speak Your Truth**: Encourage students to express their feelings honestly. If something feels wrong, they can say, "I'm not comfortable with this." It's a simple but powerful way to stand their ground.

2) **Seek Support**: Advise students to look for a friend or a group who shares their values. Having someone to back them up can make it easier to resist peer press[illegible] e.g., "Let's both say we don't want to cheat."

3) **Cha[illegible]ersation**: If the topic is leading towards something they're [illegible] students can redirect the conversation to a safer subject, li[illegible]cussin[illegible]a[illegible]ite hobby or a recent school event.

4) **Offer Alte[illegible]w**: When [illegible]ith risky proposals, coming up with a safer alternative ca[illegible]ect t[illegible]e[illegible]. For example, if suggested to skip school, they could say, "W[illegible]e hang[illegible]fter school instead?"

5) **Use Humour**: Sometimes, [illegible]teni[illegible]d[illegible]ith a joke can ease the tension and shift the peer pressure, "I'd p[illegible]y end[illegible]comedy show if I tried to cheat like that!"

6) **Delay Tactics**: Saying they need to think a[illegible]it gi[illegible]e[illegible]n[illegible] to get away from the immediate pressure and consider thei[illegible], "I'll t[illegible]bout it and let you know later."

7) **Assertive Body Language**: Standing tall, making eye contact[illegible] clearly can help convey their message more effectively, showing[illegible]e serious about their stance.

8) **The Power of "No"**: Teaching students that it's okay to simply say "No" without providing an explanation. This simple but firm response can be very effective.

9) **Plan an Exit Strategy**: Encourage students to think of a way to leave uncomfortable situations quickly. Having a pre-planned excuse, such as needing to meet a parent or an upcoming commitment, can provide an easy out.

10) **Involve an Adult**: If the situation escalates or continues to make them uncomfortable, seeking help from a trusted adult can provide them with the support and guidance they need.

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D1.2

Scenarios | Role-Play Scenarios

A student receives a message in a group chat where others are making fun of a classmate's new haircut. The student feels uncomfortable and knows it's wrong to join in but doesn't want to be excluded from the group.

During a test, a student notices their friend trying to peek at their answers. The friend whispers asking for help on a difficult question. The student feels torn between helping and doing the right thing by not cheating.

A group of friends planning to skip school to watch a newly released movie. They encourage another student to join, saying it's a once-in-a-lifetime experience and nobody will find out.

At a weekend party, a student is offered vape by their older sibling's friend. They're told it's just flavoured water vapour and it's totally safe. The student feels pressured to appear cool in front of the older kids.

A student overhears a rumour about a classmate's family and starts to spread it further. Friends say it's just harmless gossip and everyone does it. The student to join in on the conversation.

At a party, a student is offered alcohol by their peers who say they've all tried it before and it's no big deal. The student feels unsure, knowing it's illegal and unsafe, but doesn't want to be seen as uncool.

A group of students dare another student to steal a lip gloss from a local store, claiming it's a thrilling challenge and everyone has done something like it before. The student knows it is wrong and is worried about getting caught but feels pressured to prove themselves.

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Curriculum Connection
D1.2

Reflection Answer the questions below.

1) Can peer pressure ever be positive? How?

2) How do[illegible]er pressure influence decisions?

3) Why is it impo[illegible]sugge[illegible]rnatives?

4) How can we support friends facing peer pressu[illegible]

5) What can you do when your group of friends is developing values that are different than yours and are bound to get them into trouble?

PREVIEW

Curriculum Connection
D1.2

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Check the actions that help youth make safe choices.

1) Joining a gang to feel accepted	
2) Talking to a trusted adult when feeling alone	
3) Participating in sports or community activities	
4) Following friends into risky situations	
5) Seeking support from family or school programs	

Name: _____

Check the actions that help youth make safe choices.

1) Joining a gang to feel accepted	
2) Talking to a trusted adult when feeling alone	
3) Participating in sports or community activities	
4) Following friends into risky situations	
5) Seeking support from family or school programs	

Name: _____

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4) Following friends into risky situations	
5) Seeking support from family or school programs	

Name: _____

Check the actions that help youth make safe choices.

1) Joining a gang to feel accepted	
2) Talking to a trusted adult when feeling alone	
3) Participating in sports or community activities	
4) Following friends into risky situations	
5) Seeking support from family or school programs	

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Curriculum Connection
D1.2

Preventing Spinal Injuries

Understanding Spinal Cord Injuries
Spinal cord injuries are serious health issues that can have a lasting impact on a person's life. These injuries happen when there is damage to the spinal cord, a bundle of nerves that runs down the middle of the back. It plays a crucial role in sending messages from the brain to the rest of the body. Damage to this area can lead to loss of movement and sensation, which is why prevention is so important.

Sports Saf
In sports, w the right equipment is crucial to prevent injuries, including those to the spinal co e, in football and hockey, players should wear properly fitted helm tivities like gymnastics or skiing, learning the correct techn and pra safe environment can reduce the risk of falls that might lead to spinal injuries.

Recreational Acti tion
Many spinal cord inju activities, such as swimming or trampolining. It's essentia these easures:

- Swim Smart: Always check depth diving in to avoid hitting the bottom.
- Trampoline Safety: Use trampolines safety and ding. One person should jump at a time to prevent collisions.

Daily Life Vigilance
Spinal cord injuries can also happen in everyday situat le ste significantly reduce risks:

- Wear seatbelts in vehicles.
- Use caution on slippery surfaces to prevent falls.
- Practice good posture and lift heavy objects correctly, using your legs er than your back.

Key Prevention Strategies
To summarize, here are crucial strategies to prevent spinal cord injuries:

- Wear protective gear in sports.
- Learn and practice safe techniques.
- Follow safety rules in recreational activities.
- Be cautious in daily life to avoid falls and accidents.

Understanding and applying these strategies can help keep you and others safe from spinal cord injuries.



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Name: _____ 56

Curriculum Connection
D1.2

True or False

Is the statement true or false?

1) Wearing helmets can prevent spinal injuries in sports.	True	False
2) Swimming without checking water depth is safe.	True	False
3) Trampolines don't need safety nets for safe use.	True	False
4) Proper lifting techniques can prevent spinal injuries.	True	False
5) Seatbel[illegible] unnecessary in preventing spinal injuries.	True	False

Quest[illegible]

[illegible]ing the right equipment important in sports?

PREVIEW

Direction

Put a check (✓) under Safe Practice or Risky Pra[illegible]

Actions	Safe	Risky
1) Wearing proper protective gear during sports		
2) Diving into water without checking depth		
3) Using correct techniques in physical activities		
4) Jumping on a trampoline with multiple people at once		
5) Wearing a seatbelt while in a vehicle		
6) Ignoring safety rules during sports or recreation		
7) Being careful on slippery surfaces to avoid falls		

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D1.2

Memory Game: Injury Prevention and Safety

Objective

What are we learning about?

To enhance students' understanding of injury prevention and safety through a fun memory matching game. This game will reinforce the importance of safe behaviours and the usage of protective gear in various scenarios.

Materials

What you will need for the activity.



- C[illegible]ock
- Mar[illegible]s or p[illegible]s
- List of ter[illegible]ta[illegible]s inj[illegible]vention and safety (provided)
- Definitions for e[illegible]ern[illegible]

Instructions

How you wil[illegible]mple[illegible]

1. Print the cards using cardstock. (3 pages r[illegible]ded)
2. Divide the class into groups of 3 or 4.
3. Distribute the 3 printed pages to each group. Have s[illegible]nts[illegible]n the dotted line. On the back of each card have students dra[illegible]n cards and a D on the definition cards.
4. Shuffle all the cards and place them face down in a grid pattern.
5. Ask the students to flip two cards at a time, one T and 1 D trying to find matching pairs of terms and their definitions.
6. If the cards match, the student keeps the pair and takes another turn.
7. If they don't match, the cards are turned back over, and the next student takes their turn.
8. The game continues until all the cards have been matched.

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D1.2

Cards | List of Injury Prevention Terms and Their Definitions

Term	Definition
Protective Gear	Equipment designed to minimize the risk of injury during activities.
Second [illegible] Syndrome	A severe brain injury resulting from a second concussion before the first one heals.
Spinal Cord Injury	Damage to the spinal cord that can lead to loss of function or mobility.
Risk Assessment	The process of identifying and evaluating risks to reduce potential harm.
Concussion Protocol	A set of procedures followed after a person sustains a concussion.

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D1.2

Cards | List of Injury Prevention Terms and Their Definitions

Term	Definition
Safety Plan	A plan developed to ensure the safety of individuals in various environments.
H[illegible]afety	The practice of wearing helmets to protect the head during certain activities.
First Aid Kit	[illegible] of supplies and [illegible] give medical
Emergency Response	The actions taken in r[illegible]nse to an emergency situation to minimize harm.
RICE Method	A treatment method for injuries, standing for Rest, Ice, Compression, and Elevation.

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D1.2

Cards | List of Injury Prevention Terms and Their Definitions

Term	Definition
Drowning Prevention	Strategies and practices to prevent accidental drowning in water.
Fire Safety	Practices aimed at reducing the destruction caused by fire.
Safety Signs	Signs designed to warn or inform about potential hazards.
Personal Protective Equipment (PPE)	Clothing or equipment worn for protection against hazards.
Ergonomics	The study of designing equipment and devices that fit the human body, preventing injury.

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Curriculum Connection
D1.2

Reflection Answer the questions below.

1) How does protective gear save lives?

2) Why is [illegible]essment important?

3) How can injuries [illegible]t d[illegible]?

4) What role does safety play in sports?

5) What safety gear do you use?

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Curriculum Connection
D1.2

Water Safety Essentials

The Risks of Unknown Waters

Exploring water bodies can be an exhilarating experience, from swimming in lakes to canoeing in rivers. However, diving into unknown waters without proper knowledge or supervision can be dangerous. Every year, accidents occur because individuals underestimate the risks associated with water-related activities. These incidents can lead to injuries or even fatalities, emphasizing the importance of water safety education.



Hidden Da Water Bodies

Unknow ntain a variety of hidden dangers that aren' to swimmers or boaters. These include:

- Underwate Strong nts can catch individuals by surprise, pulling them away from sa ausin as they struggle against the flow.
- Changing Depths: depth can pose a risk to those who are unprepared, leading t rds.
- Cold Water Temperatures: ypothermia, a condition where the body loses heat faster than it muscle weakness and exhaustion.
- Obstacles: Underwater obstacles like ocks, lo deb cause injuries or trap swimmers.

Safety Measures for Water Activities

Adopting safety measures can significantly reduce the ri ate -related activities. Here are some key safety tips:

- Always swim with a buddy: Never swim alone, even if you're an imme
- Wear a life jacket: When boating or participating in water sports, wea life jacket can be a lifesaver, especially in rough or unfamiliar waters.
- Stay informed: Check the local weather and water conditions before heading out. Be aware of any warnings about strong currents or pollution.
- Learn to swim: Knowing how to swim is fundamental for water safety. Consider taking swimming lessons if you're not confident in your swimming abilities.

Importance of Water Safety Education

Education on water safety is crucial for preventing accidents and ensuring everyone enjoys water-related activities safely. Learning about the potential dangers of unknown waters and how to protect oneself can save lives. By promoting awareness and teaching water safety, communities can reduce the number of water-related accidents and create a safer environment for all water enthusiasts.

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Curriculum Connection
D1.2

True or False

Is the statement true or false?

1) Underwater currents can unexpectedly pull swimmers away.	True	False
2) It is safe to swim alone in unknown waters.	True	False
3) Cold water can't cause muscle weakness or exhaustion.	True	False
4) Obstacles under water can lead to potential injuries.	True	False
5) Checking weather conditions before swimming is important.	True	False

Making Connections

Create a "Water Safety Checklist," listing habits you can follow to stay safe around water. Include safety practices you should always remember.

1		6	
2		7	
3		8	
4		9	
5		10	

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Reflections

What safety measures should you think about around bodies of water in winter in Ontario?

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D1.2

Activity - Stay Safe in the Water

Objective What are we learning about?

Students will identify and illustrate water safety essentials and potential dangers in the ocean. They will apply their understanding of safety practices by drawing ways to stay safe and r[illegible]zing hazards in aquatic environments.

PREVIEW

Materia[illegible] Wha[illegible]need for the activity?

- Worksheet
- Pencil/pen
- Colouring materials (optio[illegible])



Instructions How will you complete the act[illegible]

1. Look at the picture of the people swimming in t[illegible]
2. Imagine what safety items they should have while swimmi[illegible]
3. Draw water safety essentials on or around the swimmers (e.g., [illegible]est, lifeguard, buddy, safety signs).
4. Below the water, draw possible dangers they might encounter (e.g., strong currents, sharp objects, marine animals, deep areas).
5. Make sure your drawings clearly show both safe practices and possible risks.
6. Add labels to your drawings to explain each safety item and danger.
7. (Optional) Colour your work and be ready to explain how to stay safe in the ocean.

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Curriculum Connection
D1.2



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Curriculum Connection
D1.2

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Circle the face that shows how the situation makes someone feel.

1) Swimming with a buddy		
2) Swimming alone in deep water		
3) Wearing a life jacket while boating		
4) Getting caught in a strong current		

Name: _____

Circle the face that shows how the situation makes someone feel.

1) Swimming with a buddy		
2) Swimming alone in deep water		
3) Wearing a life jacket while boating		
4) Getting caught in a strong current		

Name: _____

Circle the face that shows how the situation makes someone feel.

1) Swimming with a buddy		
2) Swimming alone in deep water		
3) Wearing a life jacket while boating		
4) Getting caught in a strong current		

Name: _____

Circle the face that shows how the situation makes someone feel.

1) Swimming with a buddy		
2) Swimming alone in deep water		
3) Wearing a life jacket while boating		
4) Getting caught in a strong current		

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Curriculum Connection
D1.2

Preventing the Spread of Infectious Diseases

Understanding Infectious Diseases

Infectious diseases are illnesses caused by pathogens such as viruses, bacteria, fungi, or parasites. These diseases can spread directly from person to person, or indirectly through contaminated surfaces, food, water, or insect bites. Understanding how these diseases spread is crucial in preventing them.



Hygiene Practices to Follow

One of the most effective ways to prevent the spread of infectious diseases is by maintaining good hygiene. Here are some key hygiene practices:

- Frequent Handwashing: Use soap and water to wash your hands for at least 20 seconds, especially before eating, after using the washroom, and after touching surfaces in public.
- Respiratory Etiquette: Cover your mouth and nose with a tissue or your elbow when you cough or sneeze. Dispose of used tissues immediately and wash your hands.
- Avoid Touching Face: Refrain from touching your eyes, nose, and mouth with unwashed hands to prevent the entry of pathogens into your body.

Vaccinations: A Shield Against Diseases

Vaccinations are critical in preventing infectious diseases. They work by training the immune system to recognize and combat pathogens. Here are reasons why vaccinations are important:

- Protection for Everyone: Vaccines not only protect the individual but also help in protecting the community by reducing the spread of diseases.
- Prevention of Outbreaks: High vaccination rates can prevent outbreaks of diseases, especially in schools and communities.
- Saves Lives: Vaccinations have saved millions of lives over the years by preventing diseases like polio and measles.

Responsible Behaviours

Adopting responsible behaviours can significantly reduce the risk of spreading infectious diseases. Some of these behaviours include:

- Staying home when sick to avoid spreading illness to others.
- Avoiding close contact with people who are visibly sick.
- Using personal protective equipment (PPE) like masks in crowded or high-risk areas.

By understanding infectious diseases, practicing good hygiene, getting vaccinated, and adopting responsible behaviours, we can all contribute to preventing the spread of these illnesses. Remember, it's not just about protecting ourselves but also about safeguarding our communities.

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Curriculum Connection
D1.2

True or False

Is the statement true or false?

1) Handwashing should last at least 20 seconds.	True	False
2) Vaccinations can prevent community spread of diseases.	True	False
3) You should touch your face to prevent diseases.	True	False
4) Sneezing into your elbow helps reduce disease spread.	True	False
5) Masks are unnecessary in crowded places.	True	False

Preventive or Not

 if it shows preventing disease and  if it shows otherwise.

1	Washes hands frequently with soap and water		
2	Coughs or sneezes without covering the mouth		
3	Stays home when feeling sick		
4	Shares drinks or utensils with others		
5	Uses a tissue or elbow when sneezing		
6	Avoids touching the face with unwashed hands		

PREVIEW

Questions

Answer the questions below.

1) Why is handwashing important in preventing disease spread?

2) How do vaccinations help protect communities?

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The Spread of Germs Experiment

Objective — What are we learning about?

Students will demonstrate how germs spread through droplets by observing how far and wide sprayed particles can travel. They will relate this activity to real-life situations and explain the importance of proper hygiene practices.

Materials — What will you need for the activity?

- Face template (with text: "Sick _____")
- Spray bottle
- Water
- Food colouring or colouring powder
- Improvised white paper wall (manila paper / cardboard / taped bond papers)
- Tissue or cloth (for cleaning)



PREVIEW

Instructions — How will you complete the activity?

1. Write your name on the template to complete "Sick _____"
2. Paste the face template onto a folder or cardboard to make it firm and sturdy.
3. Carefully make a small hole on the nose area of the face template.
4. Fill the spray bottle with water and mix in a small amount of food colouring or colouring powder.
5. Insert the tip of the spray bottle through the hole in the nose.
6. Stand in front of the improvised white paper wall and spray the coloured water to simulate a sneeze.
7. Observe how wide and far the droplets spread on the wall and reflect on how germs travel in real life.

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Sick _____



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Sick _____



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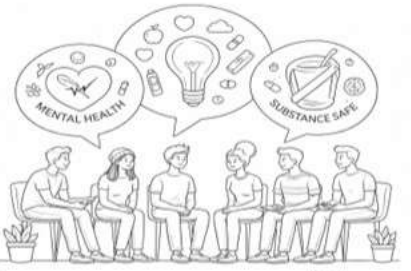
Understanding Mental Health and Safety

Understanding Mental Health

Mental health plays a critical role in our overall well-being and influences how we think, feel, and behave in daily life. It affects our ability to handle stress, relate to others, and make choices. For students in Grade 8, understanding mental health is key to recognizing how it relates to physical safety and substance use.



- Mental health issues can range from anxiety and depression to more severe conditions like bip[illegible]isorder.
- It's es[illegible]at 1 in 5 Canadians will personally experience a mental health problem or il[illegible]year.

Substa[illegible]se an[illegible]

Substance use [illegible]con[illegible]tion of alcohol, drugs, and other substances that can alter one's mind[illegible]. The [illegible]se substances can have significant impacts on both mental health[illegible]physic[illegible]fe[illegible]

- Teens may use substa[illegible]s a way to[illegible]ith stress or mental health issues.
- Substance use can lead t[illegible]den[illegible]d[illegible]ion, affecting one's health, relationships, and safety.

The Connection to Physical Safety

Physical safety can be compromised when ment[illegible]h iss[illegible]bstance use lead to risky behaviours. Understanding this connection[illegible]cial f[illegible]e[illegible]lp and making safer choices.

- Risky behaviours include driving under the influence,[illegible]in[illegible]phy[illegible]cal activities, or neglecting personal health.
- Bullying and cyberbullying can also impact a person's mental he[illegible] unsafe situations.

Seeking Help and Support

- Talk to a trusted adult, like a teacher or family member.
- Use school resources, such as a guidance counsellor or mental health programs.
- Reach out to community services or hotlines for professional help.

Encouraging Open Discussions

Creating a supportive environment where students feel comfortable discussing mental health, substance use, and safety is essential. Open conversations can lead to better understanding, prevention, and support for those in need.

By learning about the interconnectedness of mental health, substance use, and physical safety, students can be better equipped to make informed decisions, support their peers, and seek help when needed.

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True or False

Is the statement true or false?

1) Engaging in risky behaviors does not compromise physical safety	True	False
2) 1 in 5 Canadians experience mental health issues yearly.	True	False
3) Substance use cannot impact mental health.	True	False
4) Bullying can affect a person's mental health.	True	False
5) Talking to a trusted adult can offer support.	True	False

Question

Answer the questions below.

1) W[illegible]ental h[illegible]why is it important for teenagers?

2) How can risky behaviours compromi[illegible]ical sa[illegible]

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Reflection

Describe a time you or someone you know engaged in ri[illegible]behaviour because you/they were feeling angry, sad or frustrated.

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Activity: Guided to Safety

Objective — What are we learning about?

Students will demonstrate safe decision-making and teamwork by guiding a blindfolded member th ugh obstacles, showing how support and responsible choices can prevent harm.

PREVIEW

Materia — Wha need for the activity?



- Blindfold (cloth)
- Chairs or classroom o (obstacl
- Open space in the classroo
- Tape/marker for start and finish lin

Instructions — How will you complete the activi

1. Form groups of three members: one blindfolded player a two
2. The teacher will arrange obstacles using chairs or classmates to blo path.
3. The blindfolded student will stand at the starting point.
4. The two group members will guide their teammate using verbal instructions only (no touching).
5. The blindfolded student will carefully follow directions and try to avoid obstacles.
6. The goal is to safely reach the finish line, where the student can “park” or stand.
7. After the activity, switch roles so all members experience being the guide and the blindfolded player.

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The Detrimental Effects of Bullying

Understanding Bullying

Bullying is a significant issue affecting many young people across Canada and the world. It involves repeated harmful actions towards someone, making them feel powerless. This can be physical, verbal, social, or online. Recognizing the signs of bullying is crucial for prevention and support.



Impact on Mental Health

Bullying can have a profound effect on an individual's mental health. Victims often experience increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they once enjoy. These issues can extend into adulthood, leading to long-term psychological challenges such as depression, anxiety, and even suicidal thoughts.

Physical Health Consequences

The effects of bullying are not limited to mental health; physical health can also be impacted. Victims may suffer from physical injuries as a direct result of bullying. Additionally, the stress and anxiety caused by bullying can lead to headaches, stomach pains, and other physical symptoms. The chronic stress might also weaken the immune system, making it easier to get sick.

Importance of Supportive Community

A supportive community plays a pivotal role in combating bullying. Here's how:

- Education: Schools and families educating about the harmful effects of bullying and fostering an environment of kindness and respect.
- Open Communication: Encouraging open discussions at home and in classrooms about personal experiences and feelings.
- Reporting Mechanisms: Implementing clear, accessible ways for reporting bullying without fear of retaliation.
- Support Systems: Establishing strong support systems for victims, including counselling and peer support groups.

Key Facts and Statistics

To understand the gravity of bullying, consider these facts:

- At least 1 in 3 adolescent students in Canada have reported being bullied recently.
- Children who are bullied are more likely to experience depression, anxiety, and suicidal thoughts.
- Schools with comprehensive anti-bullying programs see a significant reduction in bullying incidents.

By understanding the detrimental effects of bullying on both mental and physical health, and the critical role a supportive community plays, we can work together to create a safer, more inclusive environment for everyone.

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True or False

Is the statement true or false?

1) Bullying does not affect one's physical health.	True	False
2) Victims of bullying often feel isolated and sad.	True	False
3) Supportive communities can help reduce bullying.	True	False
4) Only teachers can stop bullying in schools.	True	False
5) Bullying can lead to long-term mental health issues.	True	False

Questions

Answer the questions below.

1) How [illegible] victim's mental health?

2) What role does a support[illegible] uni[illegible] mbating bullying?

PREVIEW

Solve It!

Write a solution that helps respond to or cop[illegible] bul[illegible] a[illegible]fe and healthy way.

Problem	Solution
A student is being called hurtful names by classmates.	
Someone is being left out on purpose during group activities.	
A student receives mean messages online.	
Someone feels sad and anxious because of bullying.	
Write a solution that helps respond to or cope with bullying in a safe and healthy way.	

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Activity - Words That Hurt

Objective

What are we learning about?

Students will identify harmful words used in bullying and understand their emotional effects on others. They will demonstrate awareness of how negative words can impact a person's m[illegible]l and emotional well-being.

Materials

[illegible] you need for the activity?

- Worksheet
- Pencil/pen
- Colouring materials (c[illegible])



Instructions

How will you complet[illegible]ivity

1. Look carefully at the picture of the girl or b[illegible]e mi[illegible]he hands pointing toward the child.
2. Think of words or short phrases that a bully might s[illegible] em[illegible]ss, or make the child feel bad.
3. Write one hurtful word or phrase on each hand or finger that is p[illegible]nti[illegible]e girl or boy.
4. After writing the bullying words, think about how these words may affect the child's feelings, thoughts, and confidence.
5. On the shirt of the girl or boy, write the effects of bullying, such as sadness, fear, loneliness, low self-esteem, or stress.
6. Make sure your answers clearly show the connection between the hurtful words on the hands and the negative effects written on the shirt.
7. Review your work and be ready to explain why bullying words can cause emotional pain and harm to a person.

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Tackling Violence in Intimate Relationships

Understanding Violence

Violence in intimate relationships encompasses physical, emotional, and psychological harm inflicted by one partner upon another. It's crucial for you to recognize the signs, understand its impact, and know where to seek help. Learning about this can empower individuals to support friends, family, or even themselves if faced with such circumstances.



Recognizing the Signs

Identifying abuse in relationships is the first step towards prevention and support. Here are some signs to be aware of:

- Physical Harm: Any form of physical injury caused by a partner.
- Emotional Abuse: Negative actions or words that hurt a partner's self-esteem or emotional well-being.
- Control Tactics: Partners trying to control over aspects of the other's life, such as who they see, where they work, or where they go.
- Isolation: Restricting access to family and friends.
- Threats or Intimidation: Using threats to control or keep a partner from leaving.

Impact on Victims

The consequences of intimate relationship violence are far-reaching, affecting not just the physical well-being of individuals but their mental health, confidence, and ability to trust others. Victims may experience anxiety, depression, and a sense of isolation.

Support Systems and Resources

For those experiencing or witnessing violence in relationships, several resources and support systems are available:

- Hotlines: Confidential services offering advice and support.
- Counselling Services: Professional help for victims to cope with emotional trauma.
- Shelters: Safe places for victims to stay if they need to escape a dangerous situation.
- Legal Assistance: Help with restraining orders and legal protection.

Preventing Violence

Prevention starts with education and awareness. Schools, communities, and families play a key role in teaching about healthy relationships and respect for others. Encouraging open discussions, promoting empathy, and providing support can all contribute to a safer, more understanding society.

By understanding the signs, impacts, and resources related to violence in intimate relationships, we can work together to create a community that supports victims and promotes healthy, respectful partnerships.

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True or False

Is the statement true or false?

1) Emotional abuse can hurt a partner's self-esteem.	True	False
2) Control tactics are a sign of a healthy relationship.	True	False
3) Isolation involves restricting a partner's social interactions.	True	False
4) Threats are used to gain control in a relationship.	True	False
5) Education cannot help prevent relationship violence.	True	False

Questions

Answer the questions below.

1) What are two signs of violence in intimate relationships?

2) How does relationship violence affect the victim's mental health?

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Diagram

Draw a picture of 3 strategies you can use to respond to or prevent violence in relationships.

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Role Play: Seeking Help in Relationships

Objective

What are we learning about?

To help students recognize signs of violence in relationships, understand its impact, and learn how to seek help or support others in a safe and respectful way.

Materials

What will you need for the activity?

- Scen tions about relationship conflict o
- "Sa pace" a lassroom
- List of sup (tru adults, counsellors, hotlines)
- Paper and pen (al f



Instructions

How will yo ple y?

1. Divide the class into small groups a give eac up a nario related to relationships and possible warning signs of e.
2. Assign roles within each group (e.g., person e trusted adult, observer).
3. Read and discuss your scenario, identifying the signs of alth behaviour.
4. Plan a short role-play showing how the person can seek help or how nd can offer support.
5. Practise your role-play, focusing on respectful communication, empathy, and safety.
6. Perform your role-play in front of the class while maintaining a safe and respectful environment.
7. After each presentation, discuss as a class the signs of violence and the appropriate ways to seek help.
8. Share available support systems and resources that can help someone in these situations.
9. Reflect on how students can promote healthy, respectful relationships in real life.

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Read | Role-Playing Tips

1) Seek Trusted Support: Reach out to someone you trust, such as a teacher, school counsellor, or family member. It's important to have a supportive listener who can offer guidance.

2) Document the Evidence: If the situation involves cyberbullying or any form of harassment, keep a record of messages, posts, or any other relevant communications. This evidence can be crucial for resolving the situation.

3) Use "I" statements: When expressing how you feel, use "I" statements to communicate your feelings without blaming others. For example, "I feel upset when I hear rumours about myself."

4) Change the conversation: If you notice conversations heading in a harmful direction, try to steer the discussion towards a more positive topic. This can help shift the group's focus and encourage more positive behaviours.

5) Set Boundaries: Clearly communicate your personal boundaries and boundaries to peers. For example, if someone is pressuring you to skip school, you can say, "I really value my education and don't want to miss out."

6) Offer Alternatives: If you see a friend in a negative situation, suggest positive alternatives. For example, if they're feeling pressured to engage in negative behaviours, propose a different activity you can do together.

7) Encourage Inclusion: If you notice someone being left out, make an effort to include them in group activities or conversations. A simple gesture can make a big difference in how they feel.

8) Seek Mediation: For conflicts that seem hard to resolve, suggest seeking help from a mediator, like a school counsellor, who can facilitate a conversation between the involved parties in a neutral setting.

9) Promote Digital Literacy: Understand and share the importance of respecting others' privacy online, including the consequences of sharing content without consent. Encourage friends to practice safe and respectful digital behaviours.

10) Practice Empathy: Try to understand the situation from the other person's perspective. Showing empathy can help de-escalate conflicts and lead to more compassionate solutions.

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Scenarios | Role-Play Scenarios

Jamie notices that her friend Alex is no longer allowed to hang out after school or talk to certain classmates. Alex says his girlfriend gets upset easily and wants to know where he is at all times. Your group will show how Jamie talks to Alex about these concerns and how Alex can seek help from a trusted adult.

Taylor often receives messages from her boyfriend demanding immediate replies and getti gry when she does not respond quickly. Taylor feels stressed but thinks thi nal. Your group will role-play how a friend helps Taylor recognize this as viour and what steps she can take to set boundaries or ask for h

Jordan notic ass Sam has been feeling down and anxious because her boyfriend c y crit appearance and choices. Sam begins to lose confidence. Your gr wil dan supports Sam and encourages her to speak to a trusted adul sellor

Riley's boyfriend often checks her ph hout ssion and gets upset when she talks to other friends. Riley feels comfort but nsure if it is a serious issue. Your group will role-play how Riley re es th ign of control and how she can safely seek support.

Casey hears her friend Morgan say that his girlfriend s hes during arguments and makes him feel scared. Morgan does not know. Your group will show how Casey responds in a caring ar way and what actions she can take to help Morgan stay safe.

Avery has stopped joining group activities and seems isolated because her boyfriend does not like her spending time with others. Avery feels torn between her relationship and her friendships. Your group will role-play how Avery opens up to a teacher and what advice she receives.

Ethan shares that his girlfriend threatens to end the relationship whenever he disagrees or says no. Ethan feels pressured to always agree. Your group will demonstrate how Ethan recognizes this as unhealthy and how a friend can guide him to seek help.

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Reflection Answer the questions below.

1) What is one way to support a friend in need?

2) Why is it important to seek help?

3) How can adults support?

4) How can we make our community safer?

5) How can you support a friend who is a victim of physical bullying without risking your own safety?

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Combatting Gender-Based Violence

Understanding Gender-Based Violence

Gender-based violence (GBV) refers to harmful acts directed at an individual based on their gender. It's a profound violation of human rights and a major obstacle to achieving gender equality. Sadly, this form of violence is widespread across the world, impacting countless lives regardless of nationality, age, or socio-economic status.



Roots of th ue

GBV stem eeply ingrained societal norms and power imbalances between genders e belief that one gender is superior to others, leading to discri d against those perceived as weaker or less valuable.

Impacts and C

The repercussi V are f ing, affecting individuals, families, communities, and societies at lar ctim physical injuries, psychological trauma, and even death. The fear and social h GBV can lead to silence and underreporting, making it g t ffectively.

Key Statistics to Remember:

- Globally, 1 in 3 women experience ical or ce in their lifetime.
- In Canada, young women report the highest of se ault.
- Gender-based violence costs society signi , inc care, legal expenses, and lost productivity.

Advocating for Change

To combat GBV, it's essential to promote gender equality, respect, of safe spaces where all individuals can thrive without fear of violen plays a crucial role in changing attitudes and behaviours that perpetuate GBV.

Actions for a Safer Future:

- Education and Awareness: Teaching young people about respect, consent, and healthy relationships.
- Support Services: Providing accessible support and resources for GBV survivors.
- Legal Reform: Strengthening laws and policies to protect individuals from GBV.
- Community Engagement: Encouraging community-led initiatives to challenge and change harmful gender norms.

By understanding the roots and advocating for equality and safety, we can work together towards a world free from gender-based violence. It's not only about protecting individuals but ensuring a just and equitable society for everyone.

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True or False

Is the statement true or false?

1) Gender-based violence affects only adult women.	True	False
2) Gender-based violence is a violation of human rights.	True	False
3) Education can help combat gender-based violence.	True	False
4) Laws and policies can't protect against GBV.	True	False
5) Community initiatives can change harmful gender norms.	True	False

Define

What do the terms below mean?

Gend Based Violence	
Gender Equality	
Legal Reform	

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Questions

Answer the questions below

1) How does gender-based violence impact society?

2) What role does education play in combating GBV?

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True or False Decide whether the statement is True or False.

#	Statement	True or False
1	Gender-based violence (GBV) refers to harm based on a person's gender.	True
2	GBV can include physical, emotional, and psychological harm.	True
3	GBV affects adults.	False
4	Re ality can help prevent GBV.	True
5	s not a ue in society.	False
6	Educati educ r-based violence.	True
7	It is okay to tre use of their gender.	False
8	Only victims are respo st	False
9	GBV can affect a person's mental	True
10	Reporting violence is not important.	False
11	Everyone has a role in preventing violence.	True
12	Creating safe spaces helps protect individuals.	rue
13	GBV has no impact on communities.	lse
14	Gender equality helps reduce discrimination and violence.	True
15	Supporting victims is an important way to help.	True
16	It is okay to stay silent when someone is being harmed.	False
17	Laws and policies can help prevent GBV.	True
18	Only professionals can help prevent GBV.	False
19	Support services can help victims recover and feel safe.	True
20	Encouraging respect can reduce violence.	True

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Activity – Talk For A Minute

Objective What are we learning about?

Students will be able to express their thoughts and feelings about racially based violence, understand its impact on individuals and communities, and practise respectful and empathetic communication.

Materials t will you need for the activity?

- "Ta r a Mi t cards or worksheet
- Timer or s inu
- Open space g for s ps
- Paper and pen tiona ing)



Instructions How will you lete

1. Divide the class into small groups.
2. Explain that students will take turns spe for out a selected topic related to racially based violence and in
3. Show the list of discussion prompts and remind stu ts th ak in general terms if they feel uncomfortable.
4. One student chooses a prompt and talks about it for one minute ile others listen respectfully.
5. When the time is up, the next student chooses a different prompt and takes their turn.
6. Remind students that there are no right or wrong answers and that everyone's perspectives should be respected.
7. Allow students to pass if a question feels uncomfortable.
8. Continue until all group members have had a turn.

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Activity – Talk For A Minute

What does respect mean when interacting with people from different cultures?	Why is it important to treat everyone equally regardless of their race?	How can words or jokes sometimes hurt others without us realizing it?	What should you do if you see someone being treated unfairly because of their race?
How [illegible] schools promote kindne[illegible] and inclus[illegible] among students?	[illegible] is it important [illegible] about [illegible]ferent [illegible]ures [illegible]nd b[illegible]?	How can you show respect to someone who is different from you?	What are some ways to stand up for someone who is being discriminated against?
How can social media spread both positive and negative messages about race?	What does [illegible] inclusion me[illegible] and why is it important in a community?	How [illegible]cially ba[illegible] [illegible] a per[illegible] [illegible]lings [illegible] m[illegible]?	Why do you think some people treat others unfairly because of their race?
What role can you play in creating a safe and respectful environment at school?	How can listening to others help us understand their experiences better?	What would you do if a friend made an inappropriate comment about someone's race?	[illegible]pathy i[illegible]nt when [illegible]scussing sensitive topics like race?
How can we make sure everyone feels included in group activities?	What are some simple actions you can take to promote kindness every day?	How can communities work together to reduce discrimination?	What have you learned about respect and fairness that you can apply in real life?

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The Role of Bystanders in Preventing Violence

Empowering Bystanders

Date: March 03, 2024 Author: By: Sara Kingston *6-minute read*

In the quest to prevent violence, the role of bystanders cannot be overstated. Active intervention by bystanders can significantly reduce the incidence of violence, serving as a bridge between potential harm and safety. This approach encourages individuals not just to witness, but to act responsibly and constructively when they see others in danger. By promoting awareness and teaching intervention techniques, we empower communities to stand against violence and offer support to those in need.

Empowering bystanders goes beyond mere awareness; it involves equipping them with the tools and confidence to make a difference. Whether it's through direct intervention, creating a distraction, or seeking help, every action counts. This proactive stance not only aids in the immediate prevention of violence but also fosters a culture of care and support, strengthening the fabric of our communities.

The commitment to act as an empowered bystander is a powerful testament to the strength of community and the potential for change. It reflects a collective responsibility towards the safety and well-being of all members, paving the way for a safer, more supportive environment for everyone.

Until we meet again,
Sara Kingston

Comments:



Liam Carter, March 05, 2024

The power of bystanders in preventing violence is immense. By stepping up, we can change the course of events and protect those around us.

Like Reply 4h ago



Sophia Tremblay, March 03, 2024

Training bystanders to intervene is crucial. It's about creating an environment where everyone feels safe and supported. Empathy and action can go a long way in making a difference.

Like Reply 2d ago

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True or False

Is the statement true or false?

1) Bystanders can help reduce violence.	True	False
2) Only direct intervention is an effective bystander action.	True	False
3) Awareness alone is enough to empower bystanders.	True	False
4) Empowered communities can prevent violence.	True	False
5) Every by nder action significantly impacts community safety.	True	False

Questi swer the questions below.

1) What are so and an intervene to prevent violence?

2) How does empowering bystanders benefit the c unity?

PREVIEW

Define

What do the terms below mean?

Bystander	
Culture of Care	

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Addressing Racially Based Violence

Understanding Violence
Violence is any action or behaviour that causes harm or injury to others. It can take many forms, from physical aggression to psychological abuse. Understanding the effects of violence is crucial for recognizing its significant impact on individuals' physical and mental well-being.

Physical Consequences
Violence can lead to numerous physical health problems. Injuries might range from minor cuts and bruises to more severe conditions like broken bones or chronic pain. Beyond the immediate effects of violence may also experience long-term health issues, such as:

- Increased risk of diseases
- Impaired brain function due to repeated trauma
- Sleep disturbances



Mental and Emotional Effects
The impact of violence extends beyond physical injuries, deeply affecting mental health. Victims may suffer a variety of emotional and psychological issues, including:

- Post-Traumatic Stress Disorder (PTSD): A condition where individuals relive the traumatic event through nightmares and flashbacks, leading to severe anxiety and fear.
- Stress and Anxiety: Continuous worry and tension about safety and well-being.
- Depression: Persistent feelings of sadness, hopelessness, and a lack of interest in life.
- Impacts on Relationships: Difficulties in trusting others and maintaining healthy relationships.

Key Statistics to Understand
To grasp the extent of violence's impact, consider the following facts:

- Prevalence of PTSD: Studies show that up to 20% of individuals exposed to violent incidents develop PTSD.
- Children and Violence: Children who witness violence are at a higher risk of mental health problems like depression and anxiety.
- Healthcare Costs: Victims of violence are more likely to require medical and mental health services, significantly increasing healthcare costs.

The Path to Healing
Recovering from the aftermath of violence requires time and support. Access to medical care for physical injuries and mental health services for emotional healing is crucial. Communities and schools play a vital role in offering support and resources to help victims overcome the challenges they face due to violence.

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True or False

Is the statement true or false?

1) Violence only causes physical health problems.	True	False
2) PTSD is a possible effect of experiencing violence.	True	False
3) Children are immune to the mental effects of violence.	True	False
4) Depression can be a consequence of violence.	True	False
5) Anxiety and stress are common after violent incidents.	True	False

Question

Answer the questions below.

1) How does violence affect children differently than adults?

2) Why is access to mental health services important for victims of violence?

PREVIEW

Connecting

Why do you think people who have experienced violence could find it hard to trust partners in a relationship?

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Violence Prevention Memory Game

Objective

What are we learning about?



To educate students about terms and concepts related to understanding, preventing, and responding to violence, thereby promoting empathy, support, and appropriate responses.

Materials

What you will need for the activity.

- Cardstock
- Markers or [illegible]ssors
- A list of terms [illegible]d to [illegible]vention and response, along with their definitions (e.g., "[illegible]" "Gender-Based Violence," "Support Services," "Coping St[illegible] (pro[illegible]

PREVIEW

Instructions

How you will comp[illegible]e acti[illegible]

1. Print the cards using cardstock. (3 pages [illegible]ided
2. Divide the class into groups of 3 or 4.
3. Distribute the 3 printed pages to each group. Have student[illegible]n the dotted line. On the back of each card have students dr[illegible] [illegible]erm cards and a D on the definition cards.
4. Shuffle all the cards and place them face down in a grid pattern.
5. Ask the students to flip two cards at a time, one T and one D trying to find matching pairs of terms and their definitions.
6. If the cards match, the student keeps the pair and takes another turn.
7. If they don't match, the cards are turned back over, and the next student takes their turn.
8. The game continues until all the cards have been matched.

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Cards | List of Violence Prevention Terms and Their Definitions

Term	Definition
Bystander Intervention	When you see violence, taking action to assist someone in need, particularly in preventing violence.
Gende[illegible] Viole[illegible]	Violence directed at an individual based on their gender or gender identity.
Support Services	[illegible]ani[illegible]ns or resources offer[illegible]tance and [illegible]ce victims.
Coping Strategies	Techniques or meth[illegible]used to manage stressful situations or trauma.
Peer Support	Emotional and practical support offered by individuals of the same age or experience.

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Cards | List of Violence Prevention Terms and Their Definitions

Term	Definition
Conflict Resolution	Techniques used to resolve disagreements in a peaceful and constructive manner.
[illegible]y	The ability to understand and share the feelings of another.
Consent Awareness	Un[illegible]tan[illegible] and respecting the [illegible]sity [illegible]ative consent in [illegible]s.
Social Awareness	Recognizing and re[illegible]ding to societal issues and the needs of the community.
Self-Defence	Techniques and strategies used to protect oneself from harm.

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Cards | List of Violence Prevention Terms and Their Definitions

Term	Definition
Active Listening	Fully concentrating on and understanding what someone is saying, promoting open communication.
Assertiveness Training	Learning to express oneself confidently and stand up for one's rights in a respectful way.
Digital Citizenship	Understanding how to behave ethically and responsibly in online environments.
Mental Health Awareness	Recognizing the importance of mental health and the impact of violence on psychological well-being.
Cultural Competence	The ability to understand, appreciate, and interact with people from cultures or belief systems different from one's own.

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Legal Repercussions of Violence

Understanding Violence



Violence encompasses a range of harmful behaviours, from physical attacks to threats or actions that intimidate or harm others. It's crucial for young Canadians to grasp not only the moral implications but also the legal consequences that follow such actions. Recognizing the importance of personal accountability and the role of laws in society can help deter engagement in violent behaviour.

The Legal [illegible]work

Canada's l[illegible]em categorizes violent acts under criminal offences, reflecting the seriousn[illegible]ociety views harm to others. These categories include, but are not limit[illegible]ssault, r[illegible]nd more severe crimes like manslaughter or murder. The legal rep[illegible]cussion[illegible]ng in violence are significant and can alter one's life drastically.

Key Legal Reperc[illegible]

- Criminal Charges: [illegible]ity, violent acts can lead to charges ranging from misdemeanour t[illegible]v[illegible]These [illegible]ns influence the punishment's severity, with felonies attracting h[illegible]ena[illegible]
- Legal Penalties: Consequence[illegible]can [illegible]pri[illegible]ent, probation, and fines. The nature of the violence and its impac[illegible]e victi[illegible]critical role in determining the penalty.
- Impact on Future: A criminal record can affe[illegible]s futu[illegible]antly, limiting job opportunities, affecting social relationships, [illegible]stri[illegible]sibilities.
- Restorative Justice: In some cases, the legal syste[illegible]plore o[illegible]like mediation or community service, focusing on repairi[illegible]m d[illegible]d reintegrating the offender into society.

List of Legal Terms to Know

- Assault: Intentionally applying force to another person without their c[illegible].
- Probation: A court-ordered period of supervision in the community, o[illegible]instead of jail time.
- Felony: A serious crime, typically involving violence, punishable by imprisonment for more than one year.
- Misdemeanour: A less serious crime, punishable by less than one year of imprisonment or by fines.
- Restorative Justice: A system of criminal justice that focuses on the rehabilitation of offenders through reconciliation with victims and the community at large.

Understanding the legal outcomes of violence emphasizes the significance of personal accountability and the pivotal role laws play in maintaining societal order and safety. Recognizing the potential consequences of violent behaviour can deter individuals from engaging in acts that harm others and disrupt peace within communities.

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True or False

Is the statement true or false?

1) Legal penalties can include imprisonment and fines.	True	False
2) A felony is less serious than a misdemeanour.	True	False
3) Probation means serving time in prison.	True	False
4) Criminal charges can affect one's future opportunities.	True	False
5) Assault involves applying force without consent.	True	False

Questio

Answer the questions below.

1) How [illegible] a crim[illegible] impact one's future?

2) What is the difference between a felo[illegible]nd a mi[illegible]ean

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Connecting

Do you agree with the principle of restorative justice? Why or why not?

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Global Safety Laws Geography Bee

Objective | What are we learning about?

To increase students' awareness and understanding of various safety regulations and health laws around the world, focusing on helmet laws, violence prevention measures, and general safety practices. This activity aims to enhance geographical knowledge and foster a sense of global citizenship among students.

Materials | What you will need for the activity.



- A[illegible] countri[illegible]ir specific safety laws (rese[illegible]ched a[illegible]d be[illegible]rehand)
- Scoreboar[illegible]od to [illegible]ack of scores
- World map (o[illegible] for vi[illegible]
- Whiteboards

Instructions | How you will [illegible]mple[illegible]

1. Divide the class into small teams, ai[illegible]ng for a[illegible]al n[illegible] of students per team.
2. Each team is provided with a whiteboard an[illegible]arke[illegible] their answers.
3. The teacher will read out one of the 20 unique laws [illegible] list [illegible]ed.
4. Teams will then have a brief period to quietly discuss amo[illegible]g th[illegible] on their answer. This encourages teamwork and critical thinking.
5. Once the discussion time is over, each team writes their chosen answ[illegible] (either Option A or Option B) on their whiteboard. Encourage them to write clearly so it's easy to read from a distance.
6. On the teacher's signal (such as "Show your answers now!"), all teams hold up their whiteboards facing towards the teacher for the answer to be seen.
7. The teacher reviews the answers shown by each team and awards points accordingly: one point for each correct answer. The teacher keeps track of the points on a separate board or sheet visible to all teams.
8. Repeat steps 3 to 7 for each of the 20 questions. After the last question, tally up the points to determine the winning team.

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Reflection | Answer the questions below

#	Law	Option A	Option B
1	Cyclists of all ages are required to wear helmets.	Netherlands	**Australia**
2	It is mandatory for every citizen to have health insurance.	United States	**Germany**
3	Smoking in public places, including bars and restaurants, is banned.	**Ireland**	Japan
4	It's ill[illegible]o consume alcohol in all public places.	United States (certain states)	**Saudi Arabia**
5	Usin[illegible]ld mobile phone while driving is pr[illegible]	**United Kingdom**	Brazil
6	[illegible]olerance[illegible] under the influence of alco[illegible]l for y[illegible]driv[illegible]s.	**Canada**	Italy
7	It's require[illegible] have a[illegible]kit in your car.	**Belgium**	India
8	All public swimmi[illegible]o[illegible]a[illegible]rds.	Russia	**Australia**
9	It's compulsory to wear [illegible]in b[illegible] back seats of a car.	New Zealand	**France**
10	Fireworks must be authorized by loc[illegible]ities fo[illegible] private use.	**[illegible]weden**	Mexico
11	Front-facing child car seats are not allowed f[illegible] children under a certain age.	**[illegible]**	South Africa
12	Physical punishment of children by parents is outlawed.	[illegible]ed Arab[illegible]tes	**Sweden**
13	Wearing seatbelts is mandatory for dogs in a moving vehicle.	**Italy**	[illegible]
14	It is illegal to wear flip-flops while driving.	**Spain**	[illegible]hailand
15	J-walking or crossing the street at non-designated spots is punishable by a fine.	Germany	**Singapore**
16	The sale and use of chewing gum is restricted.	**Singapore**	Mexico
17	Helmets must be worn at all times when skiing or snowboarding.	**Austria**	Japan
18	All bicycles must have a bell attached to be legally ridden.	**Germany**	China
19	There is a legal curfew for minors.	Greece	**South Korea**
20	It is illegal to leave your house without wearing a mask during a health emergency.	**Italy**	India

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D3.2

Tableaus: Scenes of Support

Objective

What are we learning about?

To understand and demonstrate the correct and incorrect responses to sports injuries through tableau performances, encouraging students to reflect on the importance of proper injury management.

PREVIEW

Material

What you will need for the activity.

- Open space (r r outdoors)
- First aid ki stra urposes only)
- Props to sim orts a (e.g., balls, mock splints)
- Camera or smartpho al, fo ding performances)



Instructions

How you will comp e the ac

1. Divide the class into small groups, each assig nt sce
2. Groups plan up to four tableaus: One showing the inj e s h orrect response to an injury, and the other showing a correct one, a additional scene if needed for clarity.
3. Discuss basic first aid measures to ensure accuracy in performance
4. Allocate time for rehearsal, encouraging creativity and clarity in their scenes.
5. Each group performs their tableaus holding each scene in the tableau for 20 seconds. A brief explanation of each scene is given.
6. After each performance, the class discusses what was done correctly and what mistakes were made.
7. If possible, record the performances for review and further analysis.
8. Conclude with a reflection session, using the questions provided below.

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Description of Scene for Tableau

During a soccer match, Alex attempts a sliding tackle and sprains their ankle. The scene shifts to Alex trying to stand and play on, showing the wrong approach. The next scene has teammates guiding Alex off the field for rest. Finally, Alex is shown receiving first aid and consulting a coach for further advice.

Sam leaps to make a basket, falls, but lands awkwardly, hurting their wrist. Ignoring the pain, Sam continues to play, worsening the injury. The third scene shows a concerned teammate [illegible]rvening, leading Sam to the sidelines. The last scenes depict the application of a cold p[illegible] a discussion on seeking medical help.

Whil[illegible]rd[illegible] over a hurdle, scraping their knee and hands. Initially, Jordan tries t[illegible]ke it of[illegible]e injury. Teammates notice and persuade Jordan to stop. They then clea[illegible] and[illegible]ly bandages in the following scenes, highlighting the importance of[illegible]c[illegible] care.

In a heated game of vol[illegible]ey jum[illegible]a spike but lands poorly, twisting their ankle. Casey tries to push t[illegible]e pa[illegible]around the court. Observant teammates step in, assisting Ca[illegible]o si[illegible]ate the injured ankle. Ice is applied, and they discuss the need for a[illegible]ional[illegible]ment.

Morgan slides into second base but ends up wit[illegible]p cut[illegible]they ignore the injury, focusing on the game. As the injury bleed[illegible]amp[illegible]o[illegible]d calls for a timeout. They use the first aid kit to clean and dress [illegible]empha[illegible]the importance of not ignoring injuries.

During a gymnastics routine, Taylor falls and lands on their arm aw[illegible]g a sprain. Taylor tries to continue the routine but struggles. A coach int[illegible]pping the performance. The following scenes show the coach applying first aid and[illegible]sing on the need for an x-ray, stressing the importance of professional care.

In a rugby match, Jamie collides with another player, resulting in a bloody nose and disorientation. Initially, Jamie tries to continue playing. Teammates and a coach quickly intervene, leading Jamie off the field for proper care, highlighting the dangers of ignoring head injuries.

During a long-distance run, Riley starts showing signs of dehydration and exhaustion but tries to push through. Concerned teammates notice and encourage Riley to slow down and hydrate. The final scenes involve resting in the shade and discussing the importance of hydration and listening to one's body.

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Reflection Answer the questions below.

1) How does misinformation affect injury recovery?

2) What ro[illegible]s empathy play in injury support?

3) Why is immediate [illegible] cru[illegible] r[illegible] injuries?

4) What's the importance of seeking professional help?

5) How important is access to first aid supplies when playing sports? Explain?

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Unit Test – Personal Safety

Multiple Choice /10

1. What is a concussion? a) Head pressure b) Brain injury c) Stomac d) Arm fr	2. Which is not an immediate sign of a concussion? a) Nausea or vomiting b) Memory problems c) Trouble breathing d) Dizziness
3. Si us lude: a) Hair t b) Memory pro s c) Increased appeti d) Faster heartbeat	4. PCS stands for... a) Post-Concussion Symptoms b) Planned Concussion Signs c) Post-Concussion Syndrome re-Concussion Syndrome
5. What is Second-Impact Syndr e? a) Weak ankle b) Brain swelling c) Muscle fatigue d) Hairline fracture	est describes a crash diet? a) Eati ble the amount of calories b) E very ories c) g ze es d) Eatin fa
7. How many Canadians die each day due to impaired driving? a) 1 b) 4 c) 5 d) 8	8. If you are c t dri ou could... a) Get a criminal record b) Face fines or imprisonment c) Lose your driving license d) All of the above
9. What emotional issues are unlikely to result from violence? a) Depression b) Concussion c) Anxiety/Stress d) Difficulties trusting others	10. Which charge is most serious? a) Probation b) Felony c) Misdemeanor d) Restorative Justice

PREVIEW

Define What do the terms below mean?

Term	Definition – What does it mean?
Concussion	
Restorative Justice	
Gender Violence	

PREVIEW

Short Answer Answer the questions below – Each question is worth 3 marks.

1) What is a concussion and what are the signs?

2) What is a crash diet? Why are they dangerous?

3) What are some ways bystanders can intervene to prevent violence?

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Long Answer Answer the questions below – Each question is worth 5 marks.

1) What is impaired driving? Why is it dangerous? Why should we never drive impaired?

2) What should you do if you or someone you k… …ows s… …ncussion after a fall or hit?

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