

STUDENT ACTIVITY

What does safety mean to you?

OBJECTIVE

To gain various multi-generational perspectives from family and friends on safety. This is a start to understand where your beliefs lie and to also gain a richer understanding of what safety really means to you and others around you.

MATERIALS

- Notepad and pen or
- Device that you can capture your notes on

TIME

15-30 minutes

INSTRUCTIONS

1. Have a conversation with one or two people in your family in a different age group (not a sibling) and ask them what does safety mean and/or look like to them?
2. Draft 1-2 page response, double spaced, 12pt font your response must include:
 - Your personal safety definitions
 - Other person/people definitions of safety
 - Cross examine and identify similarities and/ or differences of responses

- Student-led
- Written assignment



STUDENT ACTIVITY

Community Safety Audit

OBJECTIVE

To look at your community with a safety lens. Identify and make the connection between government, community, social culture and yourself. Begin to acknowledge the collective roles and responsibility that contribute to promoting and maintaining safe spaces for everybody.

MATERIALS

- Notepad and pen or
- Device that you can capture your notes on
- Camera or camera phone

TIME

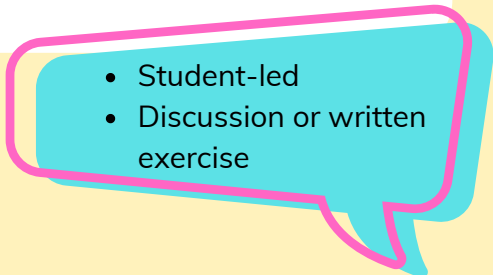
40-60 minutes

INSTRUCTIONS

1. When it is safe, go for a walk around your neighborhood and take photos along your walk to find the answer to the following questions:
 - a. Where there is evidence of safety measures to protect the community?
 - b. Where is there evidence of danger or unsafe elements in the community?
2. Be prepared to share and describe your experience during the activity with your peers.

POST-REFLECTION QUESTIONS

- Generally, does your community feel safe to you?
- Does your community feel safe to everyone or just some people?
- If you had an unlimited budget and all the power, what changes would you make to your community to make it a safe community?

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- Student-led
 - Discussion or written exercise



STUDENT ACTIVITY

Newspaper Article Review

OBJECTIVE

To develop a critical equity lens through examining various ways injury is expressed and understood from a social & local stance.

MATERIALS

- News article (newspaper/online)
- Presentation software

TIME

30-60 minutes

INSTRUCTIONS

1. Find article on an injury incident (newspaper, news website) and answer the following questions:
 - Who was injured?
 - What caused the injury?
 - Were there any contributing causes (weather, fatigue, substances, etc.)
 - Does the author blame anyone or anything?
 - Do you feel like you have the whole story?
2. Organize your answer on a presentation slide deck and present to your peers.

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- Student-led
 - Presentation assignment



GROUP ACTIVITY

Sleep Hygiene: How's Your Sleep?

OBJECTIVE

To begin to understand sleep and sleep hygiene as it relates to injury.

- Addressing poor sleeping habits is a first and personal step to preventing injury and to live a healthier life.
- The recommended amount of sleep for 13- to 18-year-olds is eight to 10 hours per night.
- Studies suggest more than half of Canadian teens get much less, about 6.5 to 7.5 hours per night.
- When teens don't get enough ZZZs, the health dangers range from diabetes, to depression and substance abuse.

MATERIALS

- Link to sleep video
- ASHS sleep survey handout
- Sleep diary handout

TIME

75-80 minutes (multiple time requirements per task)

INSTRUCTIONS

1. Watch “What would happen if you didn't sleep” video by: Claudia Aguirre (Duration: 6 minutes)

https://www.ted.com/talks/claudia_aguirre_what_would_happen_if_you_didn_t_sleep/transcript?language=en#t-32203

In the United States, it's estimated that 30 percent of adults and 66 percent of adolescents are regularly sleep-deprived. This isn't just a minor inconvenience: staying awake can cause serious bodily harm. Claudia Aguirre shows what happens to your body and brain when you skip sleep.



INSTRUCTIONS - CONTINUED

2. Individually complete and score the survey found on the Adolescent Sleep Hygiene Scale handout (Duration: 15-20 minutes).
3. Get into small groups and compare scores with your peers and discuss similarities and differences (Duration: 15 minutes).
4. Use the Sleep diary handout to track and assess your own individual sleeping practices for a total of 7-days (Duration: 5 minutes per day 35 minutes).
5. As a group gather and organize each group member's information on a presentation slide deck. Be prepared for group discussion on sleep deprivation, share individual scores and group scores.



- Teacher-led
- Group discussion

GROUP ACTIVITY

Cost Analysis of Injury: Sam's Scenario

OBJECTIVE

To gain a realistic snapshot of the way injury can change and impact someone's life financially and disrupt many of their planned milestones.

MATERIALS

- Sam's scenario
- Cost analysis of injury handout

TIME

40 minutes

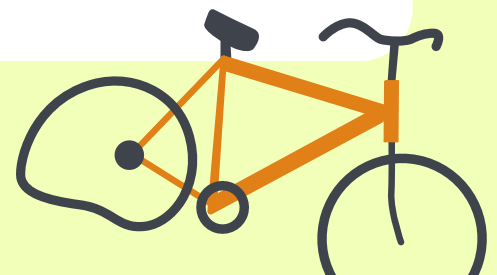
SAM SCENARIO

Sam's Bio:

Sam is a 17-year-old student currently in grade 12., an A level student with plans to attend University next year. Hobbies include – gaming, making funny videos with friends and soccer (plays for the school team and hopes to make the varsity at University next year)

Sam's Injuries:

- Sam was admitted to the trauma centre yesterday after being hit by a car turning right while riding their bicycle.
- Sam has a brain injury - Sam was confused at the scene and currently has issues with memory as well as dizziness and nausea with any attempts to move.
- Left wrist scaphoid fracture - seen by the plastic surgeons who performed surgery. They have been fitted with a splint to restrict movement at wrist and thumb with order for no weight placed on the left hand.
- Broke right femur - seen by orthopaedics who performed surgery. Fitted with a cast and boot to restrict movement.



SAM SCENARIO - CONTINUED

- Multiple right sided rib fractures - seen by general surgeons. Treated with pain medication.
- The hand splint and cast boot are not covered and will cost Sam out of pocket \$40 and \$150.

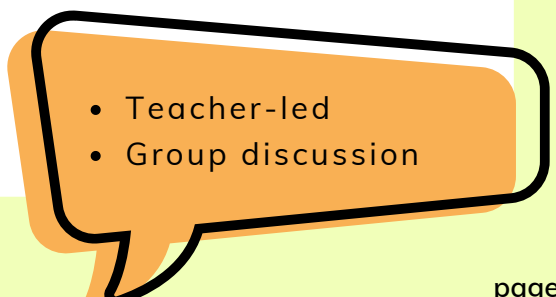
Treatment:

Broken bones take a minimum of 6 weeks to heal but more often restrictions to movement of joint and weight bearing can last for 3 months. Once the doctor lifts restrictions it may take several months to regain the ability to fully use the arm or leg that was injured. Pain and loss of movement at a joint along with weakness may mean that Sam will not return to soccer for at least a year. Complications can include infection of hardware and mal union of the broken bones. Mild brain injury symptoms may take several months to resolve with some individuals having symptoms that remain for a while.

Sam's New Reality:

Unfortunately for Sam they live in a multi-level home and their parents are unable to take extended time off work to help meet Sam's care needs. Sam is also struggling with short term memory, ability to concentrate and ongoing dizziness when attempting to move. For these reasons the Physiotherapist (PT) and Occupational Therapist (OT) have recommended Sam goes to a specialized rehabilitation facility for both brain and body. Alternatively, Sam may receive PT and OT treatments while living at home but must arrange to get to the facility or pay for the therapists to travel to Sam's home which will cost more money. This is not covered by the health plan. Some services are covered by a Government Health Insurance Plan but others require out of pocket expenses.

Equipment includes crutches (a gutter crutch is needed for the left arm - cost \$170.00), bath seat (\$50-60 to purchase), and a transport wheelchair (\$200 - 250) for moving around in the community (to/from appointments and school - if possible).

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- Teacher-led
 - Group discussion

SAM SCENARIO - CONTINUED

Injury Impact on Sam and their Family:

- Sam will not graduate with classmates and will need to return to school for another year.
- May require new accommodations to ensure success in school (if memory and concentration remain an issue).
- Will likely not return to the physical level that allows them to compete at a university level for soccer.
- Ongoing issues with other hobbies (gaming now leads to headaches) and unable to work a part time job to save for school.
- Sam will also not be able to drive for an extended period of time due to their physical and cognitive impairments.
- Sam's family may have a loss of income if they need to take an extended time off from work to support Sam's recovery.
- Several out of pocket expenses for equipment and private therapists.
- Equipment may cost up to \$1000.00 in Sam's case. Private therapies are approx. \$120.00 per session given the need for specialization due to Sam's brain injury. This does not include travel expenses if treatment is being done at Sam's home.

Equipment list for Sam:

- Thumb spica splint (\$40)
- Air cast boot (\$150)
- Aluminum crutches (\$35/pair)
- Gutter crutch for left arm (\$170)
- Bath seat (\$50-60)
- Transport wheelchair (\$200-250)
- Toilet modification (versa frames \$60-100/raised toilet seat with handles \$60-100)
- Outpatient/home Physiotherapy (\$100, per session (30 min) + travel expenses*)
- Outpatient/home Occupational Therapy (\$120 per session (60 min) + travel expenses*)

***travel expense for therapist to provide treatment in home charge 0.50 cents per km traveled

GROUP ACTIVITY

Mental Health Activity: “Situation, Problem, Solution”

OBJECTIVE

To exercise self-management and peer support when stressed. Identify common challenges that youth face and as a group collectively determine solutions.

MATERIALS


- Notepad or paper
- Pen

TIME

45 minutes

INSTRUCTIONS

1. In groups of 3, assign everyone with a role “Situation”, “Problem”, or “Solution”
2. The person responsible for the role “Situation” name a task that they would perform in their everyday life ex. “I need to take a shower.”
3. The “Problem” would name an obstacle preventing them from doing the task. ex. “But you don’t have the energy to.”
4. The “Solution” would then come up with an answer to deal with the problem. ex. “You’ll feel refreshed and much better afterwards.”
5. As a group you must make a list of the various situations, problems and solutions that were suggested. Present your list to the whole class and ask peers to suggest any other solutions/tips to overcome the challenges presented and be sure to add the new tips to your list

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- Teacher-led
 - Group collaboration



GROUP ACTIVITY

Injured at Work Case Study: Anthony L.

OBJECTIVE

To influence social change and youth awareness on preventing youth workplace injuries.

MATERIALS

- Anthony L.'s story
- Materials dependent on the type of campaign format agreed upon

TIME

75 minutes x3

INSTRUCTIONS

1. Read Anthony L.'s story individually and highlight the most important points.
2. As a group summarize and discuss the case study:
 - a. What was Anthony's motivation to proceed with the task?
 - b. Describe the process or steps that led to Anthony's injury in a flow map.
 - c. Identify any indicators that the task that Anthony was asked to do appeared unsafe?
 - d. Describe actions or processes that could have prevented Anthony from being injured.
3. Do some research on the topic of youth and workplace injury and find a local organization that supports people living with disability.
4. Brainstorm and develop an informative campaign to raise awareness around youth workplace injuries. Some options are: poster campaign, social media campaign (reels, digital slide deck, short video), hold an event, make a short film movie or create a website to share information and resources that are geared towards injury prevention.

- Teacher-led
- Group discussion

ANTHONY L. CASE STUDY - CONTINUED

My name is Anthony. I was born in Scarborough, Ontario but shortly after birth my family moved to the east end of the city in what was the small town of Pickering. I was fortunate to have two loving parents, both born in Jamaica before immigrating to Canada later on in their lives and a younger sister.

From a young age I had an interest in sports and it soon became my passion. At the age of 6, I started playing house league baseball and from there I moved up the ranks to the Pickering Red Sox Rep Organization where I would play for another 6 years. In my junior years of school, volleyball, basketball, and track and field were my favorite sports. I was on each team in my school. I was a dedicated student and well-liked by both students and teachers. I managed to always keep busy with different school events whether it be sports, student council, band camp or volunteering at annual events.

Upon starting grade 9 I quickly became busy with sports. I continued playing with the Pickering Red Sox rep. baseball team, and joined other teams including, Team Ontario Provincial baseball, and the volleyball and track and field teams for Pickering High School. It was at the OFSSA Provincial track and field championship when I won my first gold medal in the 100m hurdles, that I realized my dream of going to the United States to pursue my post-secondary education on a scholarship could be a reality. However, it was shortly after my gold medal race that I would be forced to take a year off from all physical activity due to a sports injury.

Prior to this occurring I was always an optimistic and upbeat person. For the first time in a long time, I found myself with more free time on my hands than I knew what to do with – this time would prove to be a turning point in my life. I began hanging out with a different crowd and before I knew it the dreams I once had, slowly began to slip away.

By the end of grade 12 when all my friends were graduating and preparing for the next stage of their life I found myself 2 credits short of graduating. At the time, I thought it was not too bad; then, I was presented with the opportunity of a lifetime and what I had always dreamed for a scholarship doing what I loved best, hurdling. The choices I had made during my year off combined with my lack of effort proved to be my demise; attending school in the states in the fall was no longer an option. Shortly after not graduating or going away to school, I decided giving up was not an option, failure, a word that scared me was now present in my mind. I realized that if I wanted to make things happen I needed to shape up.

ANTHONY L. CASE STUDY - CONTINUED

I went back to training and worked at Autoboyz Service Center in an effort to save money to make up a bit of a shortfall for what was now the possibility of a partial scholarship. Cars were another passion of mine and I was enjoying learning and working on all sorts of vehicles but in September 09 that all came to a screeching halt. What started out, as a typical day at work would soon prove to be like no other.

It was a regular day at the shop, and on the agenda after lunch was bringing 2 vehicles down to the scrap yard to demolish them. Due to some technical difficulties I ended up being the first to be pushed in my vehicle up onto the weigh-in scale by a Bobcat construction vehicle.

So I remained in the driver's seat assuming that everybody around me knew what was going on. Big mistake! As the light that was once red turned green, giving me the signal that my weight had been taken and it was now safe to exit the scale. The bobcat then proceeded to come back on the scale and ever so gently pushed me back off of the scale. I was now rolling down the scales ramp and coasting in a slow roll before exiting the car. Then, all of a sudden, I saw the boom of the crane swinging around towards me. It happened so fast that before I knew it, I was pinned down in this old Buick with glass, and twisted metal surrounding me. The crane operator did not know I was in the car and he proceeded to drop his magnet of approximately 6 tons on the passenger side of the vehicle crushing the roof down to the seats. Upon impact I was knocked unconscious. The story doesn't end there... I was then picked up about 12 feet in the air when the bobcat driver jumped out of his vehicle and yelled to his co-worker that there is a guy inside the car still, panicking the crane operator dropped the vehicle. As if being crushed is not enough.

When I hit the ground I woke up, much to everybody's surprise. After something like this you would not believe anybody inside of the car would survive, but I did. First on the scene were the Firefighters and they went to work on the roof of the car only 6 inches away from my head. By this time I knew something was seriously wrong.

Kyle, a fellow employee that was in the car that was initially supposed to go first on the weigh-in scale, was now supporting me as the Firefighters used the Jaws of Life. Everything hurt except for my legs. "I can't feel my legs", I said to Kyle! When I told him that, I could see that glossy look in his eyes that you get just before you are about to cry but he held it together, for me. At that very moment I knew my life was going to change

ANTHONY L. CASE STUDY - CONTINUED

forever. The firefighters covered me with a blue plastic tarp and used the Jaws of Life to cut off the roof of the car. My back was then stabilized with a back brace. They proceeded to remove me from the wreckage and stabilize me in an ambulance until a place was found for the air ambulance to land. At the hospital they discovered I broke my back at T11 and 12, broke 6 ribs, and had a minor fracture in my neck at C7. Last and the most shocking was the loss of both of my legs – I was devastated.

It has been years since my injury and I am living a life that no one ever expects to live. Despite the many challenges I encounter each day that come with being a paraplegic, I am grateful for each and every one of them. Each challenge I encounter means I am alive and every challenge I overcome makes me a little bit stronger.



ADDITIONAL ACTIVITIES

CAA Ontario Road Safety Resources: What Price DWD? (Driving While Distracted) – Myths Facts and Strategies of Distracted Driving

OBJECTIVE

To identify factors leading to distracted driving. By employing a critical perspective, students should question and challenge the attitudes, values and beliefs behind distracted driving actions. This critical examination will help students to uncover social inequalities and injustices and motivate being agents of social change and healthy living.

LINK

<https://ontarioroadsafety.ca/en/secondary/secondary-lesson-plans/what-price-dwd/>

TIME

Multiple time requirements per task



Resource List



VIDEOS

Recovery Position: <https://www.youtube.com/watch?v=7MFqjipMog>

Sleep: https://www.ted.com/talks/claudia_aguirre_what_would_happen_if_you_didn_t_sleep/transcript?language=en#t-32203

Building Resilience and Mental Wellness: <https://www.youtube.com/watch?v=uGpr3GIPJEw&t=8s>

Teens Learn 2 Drive:

- Drowsy driving - <https://youtu.be/9t2Y0BMTYN0>
- Cannabis messaging - <https://youtu.be/075uF-iAo7k>
- Pedestrian Safety - <https://youtu.be/949mN2bLNM4>