

Most people feel Saskatchewan is a safe place to live.

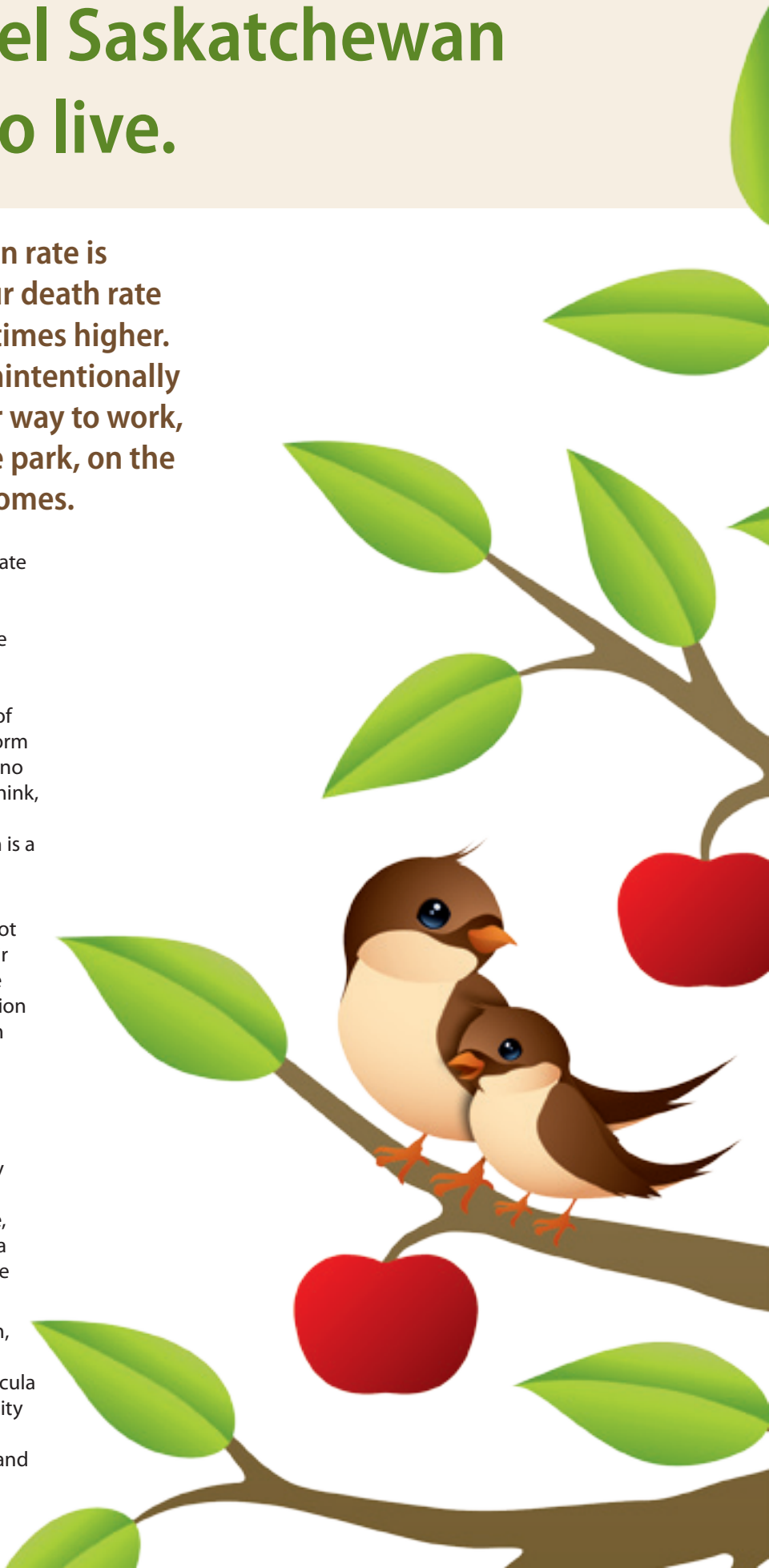
In reality, our injury hospitalization rate is twice the national average and our death rate due to unintentional injury is 1.4 times higher. In our province, 435 people are unintentionally injured every single day – on their way to work, at work, on their way home, in the park, on the street, even in and around their homes.

Every year, preventable injuries in Saskatchewan create a drain of \$1 billion on the provincial economy. The human cost of pain and suffering is immeasurable. Unintentional injuries don't just happen. They can be prevented. But right now, unintentional injuries are negatively impacting our communities' growth and viability, and they're adversely affecting the quality of life for the people of our province. It's time to transform our cultural norms so that unintentional injuries are no longer acceptable. We need to change the way we think, change the way we behave, and lead this process of transformation to a point whereby injury prevention is a core value. But how?

Early research suggests children and youth have a profound effect on behavioural change in society. Not only are positive habits carried forward through their generation, but young people influence adults to be positive safety role models. And that's why the solution lies in teaching future generations, injury prevention values at an early age.

Safe Saskatchewan is facilitating and coordinating the activities of a safety education strategy steering committee. This group is tasked with creating a provincial strategic framework that focuses on injury prevention, safety resources and supports for all Saskatchewan children and youth. This collaborative, strategic planning process is aimed at schools, with a focus on students in all grade levels. At this point, the targeted completion date is December 2011.

The vision of a safe Saskatchewan is within our reach, but to achieve our vision we need to develop high-quality safety resources aligned with provincial curricula and implemented within a comprehensive community health framework. The intended outcome is well-informed students, surrounded by healthy physical and social environments that support living injury-free.



It's about collaboration and growth.

Our Community Safety Education Strategy has started to branch out in many directions, but everything remains connected to the overall health and well-being of our communities.



September 2010

Education stakeholder gathering results in first draft of goals and actions developed within Comprehensive Community Health Framework.



June 2010 to September 2010

Best practice research compiled by WorkSafe Saskatchewan summer student.



June 2010 to November 2010

Provincial inventory of resources gathered via Safe Saskatchewan electronic survey.



May 2010

Strategic planning workshop held with 40 representatives from over 35 organizations.



December 2009

Planning discussion held with Ministry of Education, Curriculum and E-Learning Branch, Safe Saskatchewan and WorkSafe Saskatchewan.



August 2009

The discussions are expanded to include WorkSafe Saskatchewan.



April 2009

Discussions are initiated between Safe Saskatchewan and Saskatchewan Ministry of Education, Curriculum and E-Learning Branch.



The Comprehensive Community Health Model (CCH)

The CCH model recognizes four components that enhance students' learning development. By integrating these components, we'll support and inspire our children and youth to realize their full potential as learners and as healthy, safe and productive members of society.

1. **High quality teaching and learning** is the core of our education system. This means we recognize the holistic development of the learner, with powerful instructional strategies, culturally appropriate resources, and learning opportunities that support a sense of personal competency and social responsibility.
Safety and injury prevention resources need to be outcome-based and support conceptual teaching and inquiry learning.
2. **A healthy physical environment** includes the school hallways, lunchrooms and school grounds. This component ensures school regulations, procedures and policies reinforce a healthy physical environment for all students and staff while they're on school property.
3. **A supportive social environment** promotes healthy relationships among staff, students, family and community. This component is focused on creating an inclusive environment where policies, rules and extra-curricular opportunities align and encourage positive leadership in families and the community.
4. **Community engagement and partnerships** comprise the fourth component. By promoting reciprocal relationships, resources and services within the school and community are shared and are used to encourage the context, awareness, development and appreciation of the peoples of Saskatchewan.

Partnerships and Support Matter

By using the CCH model, we intend to unite schools and communities in their equal responsibility for the growth and development of future generations.

The school is a key place where young people learn about injury prevention. Safety is value that is emphasized throughout the provincial curricula and directs the teacher's purposeful planning for safety into various units of study. Providing opportunities and supports for students to develop life skills, evaluate information and community norms, as well as to question personal assumptions about safety and responsibility is foundational to the learning process.

Developing a cultural norm of safety and injury prevention takes a collaborative effort between students, parents, staff and community members. Our partners and supporters need to recognize that supportive social environments and healthy physical environments extend beyond school boundaries. Ensuring that these environments reinforce a sustainable safety culture requires evaluation, development, implementation and a unified commitment.

The CCH model is truly realized when our entire community is engaged.

The *Mission: Zero* movement supports a holistic view of injury prevention. Together, we can develop the skills, attitudes and environments to live injury-free.

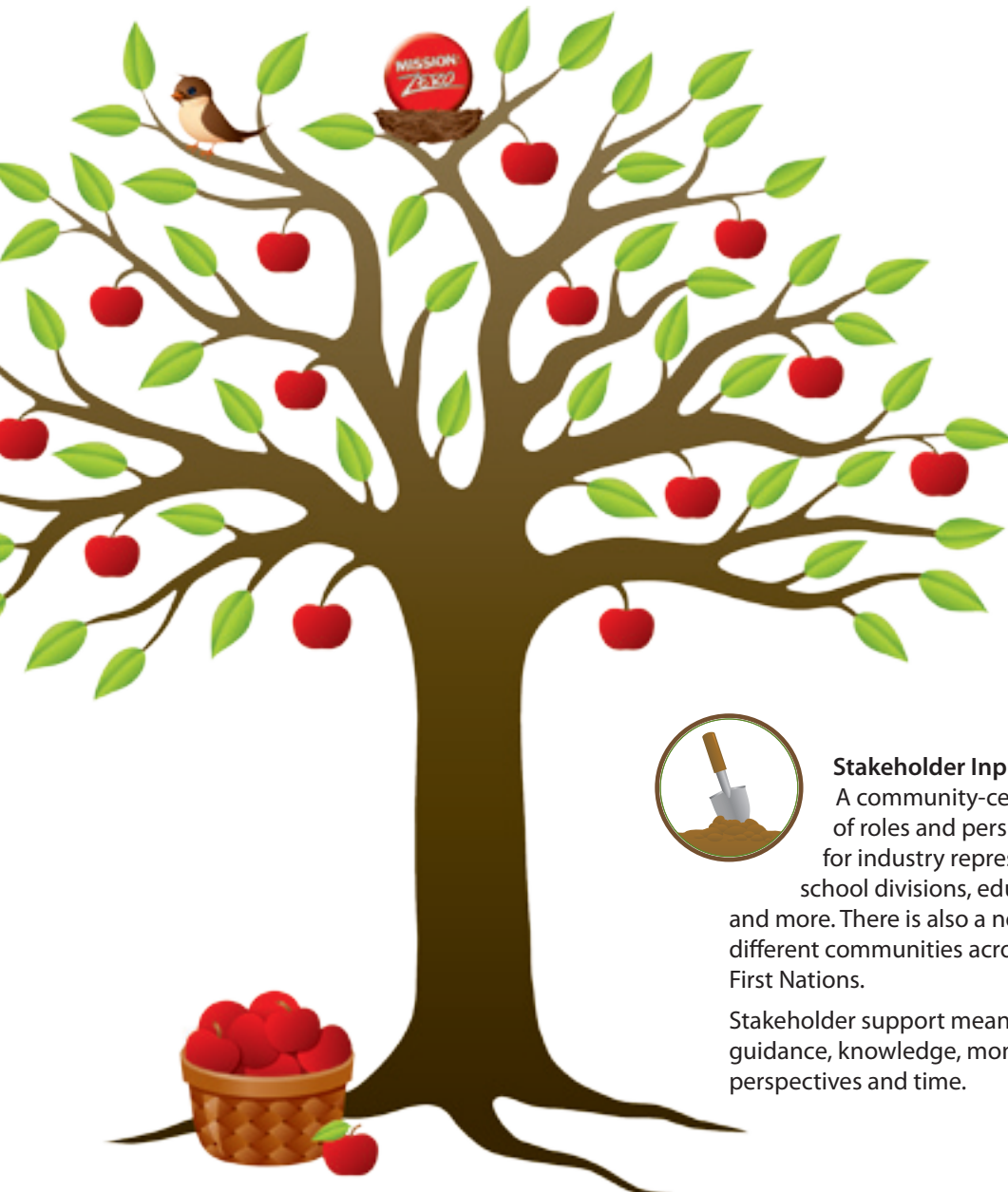


Our Process of Growth

With one of the foci being school-aged children, this framework will support what schools are already doing by providing resources to support kindergarten to grade 12 provincial curricula and work with communities and organizations to integrate injury prevention principles with healthy physical environments, supportive social environments and community partnerships. The supports to high-quality teaching and learning will begin with the elementary level (kindergarten to grade five).

The process will also include:

- Reviewing and analyzing the current elementary level curricula so there's an understanding of core competencies, learning outcomes, instructional approaches and assessment techniques;
- Reviewing and collecting best practices and evidence-based data from safety and injury prevention resources;
- Reviewing and analyzing existing safety resources within current elementary level curriculum;
- Using this resource inventory to create an output that reflects the need to develop a draft strategy for injury prevention resources, identify current resources, gaps and integration with the CCH model;
- Using broad injury prevention concepts such as risk assessment and hazard identification;
- Establishing outcomes and outputs to determine the next steps;
- Circulating a draft strategy, with a focus on the elementary level, to stakeholders while re-drafting through collaborative assessments;
- Developing and resourcing final strategy outcomes and outputs;
- Communicating with all stakeholders on the development of our strategy;
- Testing the final strategy outcomes and outputs through multiple lenses: curriculum consultants, school divisions (urban, rural, remote and First Nations), teachers and students;
- Seeking partnerships and support for the strategy with the community;
- Producing and distributing approved outputs;
- Measuring and reporting on the strategy's outcomes;
- Replicating the process for middle level (grades six to nine) and secondary level (grades 10 to 12) upon completion of the elementary level strategy.



Stakeholder Input and Support

A community-centred approach needs the broad spectrum of roles and perspectives stakeholders bring. There is a role for industry representatives, school community councils, school divisions, education consultants, teachers, students and more. There is also a need for leadership and representation from different communities across Saskatchewan: urban, rural, remote and First Nations.

Stakeholder support means: advice, awareness, communication, guidance, knowledge, money, patience, promotion, resources, perspectives and time.



The fruits of our labour will result in students developing the understanding and embracing the commitment to live injury-free.

Injury prevention principles will vibrate through all four components of student learning and influence lifestyles. Our community will join the injury prevention revolution and hold safety as a core value, transforming cultural norms so that unintentional injuries are no longer acceptable.

Safe Saskatchewan is committed to helping stakeholders and partners remain rooted in the vision of a safe Saskatchewan.



Safe Saskatchewan is a registered not-for-profit organization established by a public, private, cooperative and not-for-profit sector coalition with the objective of achieving a continuous reduction in the number of unintentional injuries in Saskatchewan.