

**Saskatchewan Physical Education
Safety Guidelines for Policy Development**

Summer 1998

“The guidelines are from 1998 and may not be current standards of safety for students. Pursuant to The Education Act 1995, sections 85(1) b and d, school divisions are responsible for ensuring that their safety standards are up to date”.

Message from the Minister

The safety and well-being of Saskatchewan students is a priority for everyone involved in education. All of us, government, trustees, teachers, parents and other stakeholders, must work together to ensure that the safety of children is not compromised.

Therefore, I am pleased to commend to you *Saskatchewan Physical Education: Safety Guidelines for Policy Development*, the work of the Consultative Group on Safety Guidelines. This document will be a valuable resource in enhancing the safety of Saskatchewan students participating in physical education programs. It provides a sound model for school division policy development and implementation.

I recommend that school divisions and schools use this document as the basis for the development of local policy, or that they adopt and implement these safety guidelines directly, for the protection of their students during the physical education program.

Pat Atkinson
Minister of Education

Acknowledgements

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The Saskatchewan Consultative Group on Safety Guidelines would like to express its appreciation to the following individuals who reviewed drafts of this document.

- John Bolen, Michael Riffel High School, Regina
 - Debbie Greenwood, Martin Collegiate, Regina
 - Brian Grest, Davidson High School, Davidson
 - Barry Kaytor, Greenall School, Balgonie
 - Maxine Koskie, Lumsden Elementary School, Lumsden
 - Terry Kuz, Clive Draycott School, Bethune
 - Dr. Ernie Nicholls, Faculty of Physical Activity Studies, University of Regina, Regina
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 - Mary Jo Steve, Milestone School, Milestone
 - Kevin Vollet, Coronach School, Coronach
 - Scott Wouters, Watrous Elementary School, Watrous
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Portions of this document have been adapted from the following publications:

- *One Incident is Too Many: Policy Guidelines for Safe Schools in Saskatchewan*. (1994). Saskatchewan School Trustees Association, Regina, SK. (<http://www.ssta.sk.ca/research/sz/94-05.htm>)
- *Physical Education and Playground Safety*. (1977). Saskatchewan School Trustees Association, Regina, SK. (<http://www.ssta.sk.ca/research/sz/s11.htm>)
- *Physical Education: A Curriculum Guide for the Elementary Level*. (1997). Draft edition. Saskatchewan Education, Regina, SK.
- *Physical Education 6-9: A Curriculum Guide for the Middle Level*. (1995). Saskatchewan Education, Regina, SK.
- *Instructional Physical Education 20 and 30: A Curriculum Guide for the Secondary Level*. (1994). Saskatchewan Education, Regina, SK. (<http://www.sasked.gov.sk.ca/docs/physed/physed-2030/index.html>)

These resource documents have been used with permission.

The information which appears in Appendices A-H has been adapted from material originally prepared by the Ontario Physical and Health Education Association. The Saskatchewan Consultative Group on Safety Standards and Guidelines would like to express its appreciation to the Ontario Physical and Health Education Association for giving permission to adapt their original material.

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Introduction

Physical education is an important part of the school program. Saskatchewan schools' first priority is the well-being and healthy development of their students. Physical activity is vital to healthy growth and development. However, by its very nature, physical education has a potential for student injury. In physical education, as in every other aspect of life, it is not possible to eliminate all potential risks. The focus in physical education should be on ensuring that the benefits to students of a particular activity are greater than the potential for injury. Selection of appropriate activities, creating a safety mindset among students and staff, and safety conscious instruction and supervision will help reduce the potential for injury in physical activity.

Risk Management

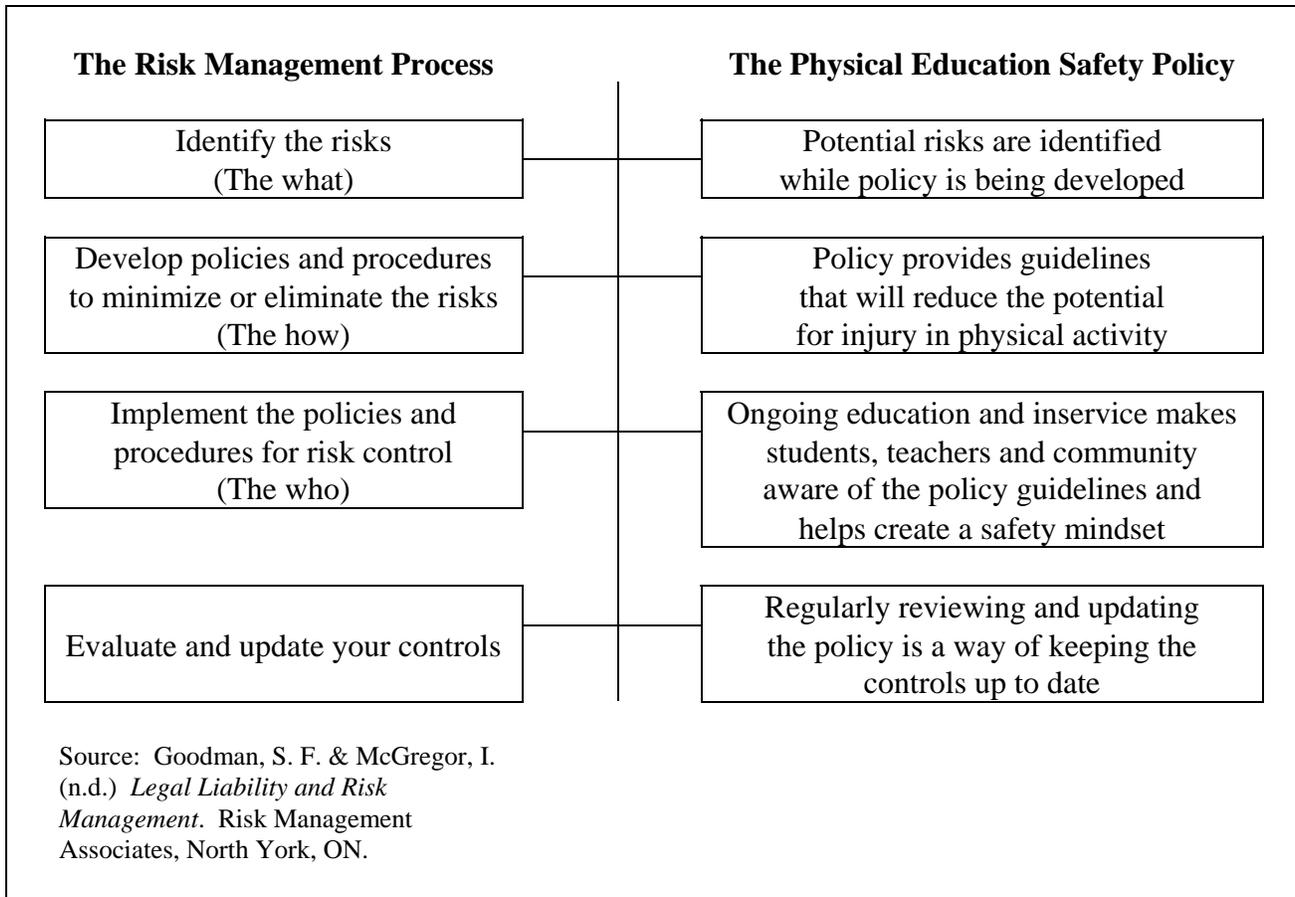
Physical education is an important part of the school program. In physical education, as in every other aspect of life, it is not possible to eliminate all potential risks. The focus in physical education should be on ensuring that the benefits to students of a particular activity are greater than the potential for injury.

The purpose of this document is to describe a process that might be used to develop a school or school division physical education safety policy and to present sample safety guidelines for educators' consideration.

Each school division has the sole discretion to determine its policy respecting physical education safety including the extent to which it uses some or all of the standards and guidelines in this document. While considerable effort and care have been taken in preparing these standards and guidelines, they can not cover all circumstances. **The authors, publishers and distributors give no assurance that the guidelines and standards are comprehensive or that a person who follows them will not be held liable for resulting injury.**

Why a Physical Education Safety Policy?

A physical education safety policy is an important component of a board of education’s risk management process. An outline of the risk management process and a description of how the physical education safety policy ties in with that process appears in the box below.



As well as establishing procedures to reduce the potential for injury, the existence of a policy signals to the public, to school staff, and to students that physical education safety is a priority with the board of education. The process of developing the physical education safety policy and regularly reviewing it is a valuable educational activity. It gets people thinking and talking about safety and helps create a safety mindset in the school and the community. Children’s safety will be enhanced when parents, students, teachers and community members all make safety a priority and emphasize through their actions and words the importance of thinking about safety before participating in any physical activity.

Involving the Community in Policy Development

Developing a physical education safety policy is a process that will probably take several months and will involve many different groups and individuals. The foundation of an effective policy is community participation. All stakeholders including students, parents, educators, community volunteers who assist with school physical education activities, and representatives of community sports and recreation groups should be involved in the development and implementation of the policy.

Community Involvement

Community involvement is the key to development of an effective physical education safety policy. Students, parents, educators, community volunteers who assist with the school physical education program, and representatives of local sports groups all have a role to play.

Stakeholder involvement is important for several reasons:

- Many heads are better than one. When many people are involved in policy development, the final product will probably be better than if the policy was developed by one person or a small group.
- When people are involved in the development of a policy, they usually feel a sense of ownership over it and are more likely to promote and observe it.
- Involving stakeholders in development of a physical education safety policy is a way of educating students, educators and community about the importance of safety. It helps build a safety mindset. During development of the policy, parents and community will typically focus on questions like “What activities should our children be involved in? What are the potential risks? How can we minimize risks?”

Planning is key to the successful development of a physical education safety policy. Approaching the task in a systematic, planned way will help ensure that all stakeholders are fully involved and that the policy truly reflects school and community needs. In most cases, development of physical education safety policies (and other types of policies) is led by a small working group made up of one or two central office staff, board members, teachers, and senior students. In the sections about planning that follow, it is assumed that the policy will be developed in this way. Typical steps in the policy development process are:

- Identify the need and develop a rationale for the policy.
- Identify strategies to keep the board of education informed of progress and regularly update the board.

Steps in Developing a Physical Education Safety Policy

- *Identify the need and develop a rationale*
- *Keep board informed of progress on a regular basis*
- *Consult with other boards of education*
- *Identify stakeholders*
- *Get input from stakeholders*
- *Write the first draft of the policy*
- *Ask stakeholders for feedback*
- *Write the second draft and get feedback as needed*
- *Finalize the policy*

- Consult with other boards of education that have developed similar policies. Their experiences may be informative.
- Identify stakeholder groups. Board members, students, teachers, in-school administrators and parents are obviously stakeholders. Other stakeholders might include community sports, safety and recreation organizations, and community volunteers who help with the physical education program.
- Get input from stakeholder groups. Input strategies often include meetings and discussion groups, and requests for written suggestions.
- Write the first draft of the policy.
- Ask stakeholder groups to review the first draft of the policy and to provide feedback and suggestions for improvement.
- Write the second draft of the policy. In some situations it may be appropriate to get stakeholder input about the second draft.
- Finalize the policy.

This section has been adapted from: *One Incident is Too Many: Policy Guidelines for Safe Schools in Saskatchewan*. (1994). Saskatchewan School Trustees Association, Regina, SK. (<http://www.ssta.sk.ca/research/sz/94-05.htm>)

Contents of a Physical Education Safety Policy

The components that typically appear in a physical education safety policy are described below. They include:

- statement of belief or philosophy
- references to the legislation
- a discussion of the concept of standard of care
- a list of physical education safety guiding principles
- a description of appropriate student activities
- a discussion of how the guiding safety principles apply to various situations
- an outline of roles and responsibilities
- guidelines for responding to injuries and accidents
- appendices

When you are writing your policy you may wish to include some or all of these components. They are described in more detail below.

Statement of Belief or Philosophy

This component of the policy gives a rationale for the policy and tells why the policy is needed. It might say that:

- Physical activity contributes to students' physical, academic and social well-being and thus is an important part of the educational program.
- The board of education is committed to ensuring a safe environment for all students and staff.
- While no physical education program can be made entirely risk-free, the board's focus is on ensuring that the benefits to students of a particular activity outweigh the potential for injury.

Statement of Belief or Philosophy

The statement of belief or philosophy in a physical education safety policy gives a rationale for the policy and tells why the policy is needed.

References to the Legislation

Many board of education policies contain references to the legislation. For example, Section 85, Clause b) of *The Education Act, 1995* says:

References to the Legislation

References to the legislation provide a legal foundation for the physical education safety policy.

85. ... a board of education shall:

- b) *exercise general supervision and control over the schools in the division and make such bylaws with respect to school management as may be considered necessary for effective and efficient operation of the schools;*

A physical education safety policy can be considered a bylaw “necessary for the effective and efficient operation of the school”. Thus, development and implementation of such a policy is within the board’s mandate.

Standard of Care

Boards of education and teachers are expected to exercise a reasonable standard of care for their students. The prevailing standard of care the courts apply to physical education activities is that exercised by a careful parent of a large family.

Standard of Care

The prevailing standard of care the courts apply to physical education activities is that exercised by a careful parent of a large family.

A physical education policy could include a statement acknowledging the board of education’s responsibility to provide care for students that is consistent with this standard.

This statement is important because just as careful parents cannot protect their children from every danger in the world, neither can a board of education or a teacher protect students from every possible physical education injury. In physical education, as in all other activities of daily life, there is a degree of hazard.

Physical Education Safety Guiding Principles

A physical education safety policy typically contains broad general principles that apply to the majority of activities and sports. Examples of guiding principles that might be part of a policy are listed below. These guiding principles are grouped into five categories:

- facility safety
- equipment safety
- instruction
- supervision
- clothing and footwear

Physical Education Safety Guiding Principles:

Physical education safety policies often contain broad principles that apply to most activities and sports. Guiding principles fall into five categories:

- *facility safety*
- *equipment safety*
- *instruction*
- *supervision*
- *clothing and footwear*

Because the range of activities that might be included in a physical education program is very broad, some boards of education choose to supplement the guiding principles with sport-specific safety guidelines. See Appendix A for samples of sport-specific guidelines.

Facility Safety

- Regularly inspect facilities for damage or hazards. Fix all problems as soon as they are identified. (See Appendices B and C for gymnasium and outside facilities safety reports.)
- Ensure that the perimeter of the gym is free of stored equipment and furniture, except for a reasonable number of balance benches and mats.
- When a gym or activity room is of a non-standard size, modify the rules of play as needed for maximum safety. (See Appendix D for suggestions about how rules of play can be modified when instruction takes place in an activity room rather than a gym.)
- When a gym or activity room has immovable obstacles (e.g., doors or radiators under basketball baskets, protruding drinking fountains) modify the rules of play as needed.
- Ensure that indoor and outdoor playing surfaces are clean, free of all obstacles and provide good traction.
- Bring holes and severely uneven surfaces in outdoor playing surfaces to the attention of the principal and make students aware of them. If necessary, do a “walk through” of the playing area with students to point out rough areas in the outdoor playing surface.
- Designate a person (or persons) to regularly check facilities for safety using safety reports similar to those in Appendices B, C, and E.

Equipment Safety

- Wear helmets for all high-speed ice activities. Helmets reduce the potential for injury.
- Regularly check all playground and gymnasium equipment for defects or breakage. Fix all problems as soon as they are identified or remove defective equipment from play area. (See Appendix E for a gymnasium equipment safety report.)
- Ensure that all personal equipment (helmets, skates, skis, padding, etc.) fits properly and is appropriate for the skill level of the individual.
- Wear protective eyewear for racquet sports, basketball and downhill skiing.
- Encourage students to report all equipment problems to the appropriate individual.
- Keep an appropriately stocked first aid kit in the gym and all other areas of the school where there is potential for injury. (See Appendix F for more information about first aid kits.)

Instruction

- Teach skills for specific activities in appropriate progression. Refer to Saskatchewan Education’s curriculum guides for detailed information about skills progressions.
- Base activities on skills that have been taught.

- Never require a student to perform a skill beyond his or her capabilities. When a student displays hesitation verbally or non-verbally, the teacher should discuss the reason(s) for doubt with the student. If the teacher believes that a potential hesitancy concerning the skill could put the student at risk, the student should be directed toward a more basic skill.
- Modify the rules for specific activities to suit the age, strength, experience and abilities of students. When students are physically challenged, rules, equipment and playing area may require major modification.
- Allow a warm-up and cool-down period for all activities.
- Teach proper stretching techniques and ensure that stretching precedes strenuous physical activity.
- Do not use walls and stages in gyms and activity rooms for turning points or finish lines. Designate a line or pylon in advance of the wall as the finishing line or turning point.
- Teach students how to prevent, recognize and treat sunburn, frostbite and hypothermia.

Supervision

- Establish routines, rules of acceptable behaviour and duties of students at the beginning of the year and reinforce them throughout the year. Teachers should sanction students for unsafe play or unacceptable behaviour whenever it occurs.
- Make students aware of the rules of specific activities or games before play begins and enforce these rules during play.
- Make students aware that the use of equipment or the use of the gymnasium is prohibited without the appropriate type of supervision.
- Ensure that senior students are never the sole supervisors of an activity.
- Keep a current medical information form on file for each student. Keep these forms in a location that is easily accessible (e.g., gym equipment room rather than school office). (See Appendix G for a sample medical information form.)
- Become familiar with students' medical history and physical limitations. Of specific concern are conditions such as heart disorders, asthma, epilepsy, diabetes and severe allergies.
- Teach students appropriate behaviour when an accident occurs – stand back, do not move the injured person, get a responsible adult immediately.
- Develop an accident response plan to deal with accidents of all types (including physical education accidents) and have regular “dry runs” of the action plan to ensure that everyone knows what to do.
- Ensure that an appropriate number of teachers and other staff have first aid training.

- Inform students of the location of the fire alarms, the fire exits and alternate routes from the gymnasium and hold fire drills regularly.
- Establish, early in the year, a “stop” signal (e.g., two short whistle blasts) that is used to tell students that they must stop play immediately, freeze where they are and pay attention.
- Provide an appropriate level of supervision. Three levels of supervision are possible.

⌚ “**Constant visual supervision**” means that the teacher is physically present, watching the activity in question.

⌚ “**On-site supervision**” means that the teacher is present but not necessarily constantly viewing one specific activity.

⌚ “**In the area supervision**” means that the teacher could be in the gymnasium while another activity is taking place in an area adjacent to the gymnasium.

For example, during a track and field session, some students are high jumping, some are practising relay passing on the track while a third group is distance running around the school. Each of these activities would be supervised differently.

⌚ High Jump – **Constant visual supervision** – A teacher is at the high jump area and is observing the activity constantly.

⌚ Relay Passing – **On-site supervision** – Students are practising on the track and can be seen by the teacher who is with the high jumpers.

⌚ Distance Running – **In the area supervision** – Students are running around the school grounds and may be out of sight of the teacher at times.

- Provide supervision that is appropriate to the risk level of the activity, the participants’ skill level, and the participants’ age and maturity.
- Establish guidelines for third-party instructors such as ski and scuba instructors. Many physical education safety policies state that third-party instructors must be qualified and that a teacher must be present and in charge at all times.

Clothing and Footwear

- Wear sun protection for summer and winter outdoor activities. Sun protection should be appropriate for the sport and the weather and can include sunscreen, protective clothing, hats, and sunglasses.
- Wear layered clothing for winter outdoor activities.
- Have a hat and gloves available (on body or in pocket or fanny pack) for winter outdoor activities.

- Remove all jewelry before participating in physical education activities. Jewelry includes ear studs, nose rings and other body jewelry, watches and wedding rings as well as hanging jewelry.
- Do not chew gum when participating in physical activities.
- Wear clothing and footwear that is appropriate for the sport, the weather, and the age and skill level of the individual. For gymnasium activities and summer outdoor activities shorts or sweatpants, T-shirts and running shoes are a minimum requirement.
- Wear long hair in a bun when there is a danger that it might become entangled in equipment. (This applies to both males and females.)
- Tie or pin back long hair when it could obscure vision. (This applies to both males and females.)

Appropriate Student Activities

Saskatchewan's physical education curricula identify the aim and goals of the physical education program as follows:

Aim

The aim of physical education is lifelong participation.

Skill development and participation will foster the development of positive attitudes toward a lifetime commitment to physical activity.

Goals

Goals of the physical education program are:

- ***Concept-based skill development***
- ***Development of positive attitudes***

These attitudes will focus on:

- *physical activity*
- *fitness*
- *self-concept*
- *relationships with others*
- *social behaviour*
- *personal and group safety*
- ***A lifestyle oriented to overall well-being***

These aims and goals can be developed through a wide variety of activities ranging from rhythmic movements in the gym, to organized sports like volleyball, to individual recreational activities like cross-country running and skiing. No single sport or activity is critical to the physical education program. Students should have opportunities to participate in many different sports and activities.

Appropriate Student Activities

The aims and goals of Saskatchewan's physical education program can be developed through a wide variety of activities. No single sport or activity is critical to the physical education program. Students' learning is enhanced when they participate in many different sports and activities.

Some boards of education enter into a dialogue with students, teachers and parents to identify the activities that are appropriate for the school physical education program and those that are best left to community recreational groups. The focus in this dialogue might be on identifying the kinds of activities that parents and community want students to be involved in and the potential risks of various types of activities. The results of this dialogue can be reflected in the physical education safety policy.

For example, if a board of education decides that activities with a high potential for injury such as ice hockey, baseball, javelin and outdoor rock climbing will not be part of the school's physical education program, this decision should be written into the policy.

Applying the Guiding Principles in Various Situations

In a typical school, students participate in physical activities in several types of situations including:

- gym and playground instructional physical education, K-9
- gym and playground credit physical education, 10-12
- off-site instructional activities, such as cross-country running and skiing
- overnight instructional activities such as camping trips
- special events such as play day and sports day

Applying the Guiding Principles

In a physical education safety policy, it may be appropriate to describe how the guiding principles apply in a variety of situations such as instructional physical education in the gym or on the playground, off-site and overnight instructional activities such as skiing, and special events such as sports days.

In a physical education safety policy, it may be appropriate to describe how the guiding safety principles apply to each of these situations and to identify additional requirements. For example:

- During noon and recess, students and school staff are expected to observe the general physical education safety guidelines, however, students may wear jewelry and are not required to wear the physical education uniform of T-shirt, shorts or sweatpants, and running shoes.
- During off-site instruction activities, the school's field trip policy applies as well as the physical education safety policy.

- During special events such as play day and sports day, students and school staff are expected to observe the general physical education safety guidelines.
- Parents/guardians must be notified when students will be off school property for physical activities.
- A parent consent form must be completed when activities involve an overnight stay away from home (e.g., camping, downhill skiing).

Roles and Responsibilities

The physical education safety policy might begin by acknowledging that physical education safety is the responsibility of the entire community, not just students and teachers. Children and adolescents come to school with attitudes about safety that they have learned at home and in the community.

It is easier to implement safe practices at school such as wearing helmets and eye protection when parents reinforce the school's message. Students are more willing to follow safety rules and guidelines for sports when they see the adults and older students around them following the same safety rules and talking about safe practices in sport.

Roles and Responsibilities

Physical education safety is the responsibility of the entire community. Young people come to school with attitudes about safety that they have learned at home and in the community. Every safety conscious action taken by parents and community members sends a message to young people and makes it easier to implement physical education safety guidelines at school.

Every safety conscious action taken by parents and community members sends a message to children and adolescents. Every time a parent or community member picks up a rock on the playground, praises a professional athlete for safe play, or wears protective equipment themselves, they are emphasizing the importance of safety.

In addition to stressing that safety is everyone's responsibility, the roles and responsibilities section of the physical education safety policy should state that the general safety principles apply to everyone, not just students. Board members, teachers, in-school administrators, other staff (such as the custodian and secretary), and community volunteers who help with the physical education program are all expected to observe them. For example, the prohibition on jewelry applies to teachers and coaches as well as to students. Teachers and coaches of activities such as cycling, skating and skiing are expected to wear the same protective equipment as students.

This is important because it provides positive role models for students and helps ensure the safety of adults involved in physical activities.

After making a general statement about roles and responsibilities, the policy might identify roles and responsibilities of specific groups of people. For example:

Board of Education

- provide leadership in the development of the policy
- develop the collaborative relationships with other community agencies that are central to effective policy development and implementation
- provide the resources needed to develop the policy and implement it in the schools
- provide leadership in creating a physical education safety mindset in the schools and the larger community

School Principal

- provide leadership in implementing the physical education safety policy in the school
- provide leadership in creating a physical education safety mindset in the school and the larger community

Teachers

- provide leadership in implementing the physical education safety policy in their classes
- provide leadership in creating a physical education safety mindset in their classes and in the school as a whole
- assume responsibility for educating themselves about safe physical education practices

Students

- assume a level of responsibility for their personal safety that is appropriate for their age
- follow school expectations concerning behaviour and cooperation
- educate their parents/guardians and the larger community about safe physical education practices

Parents/Guardians

- support their children and the school staff in implementing safe physical education practices

Community Volunteers

- emphasize the importance of physical education safety to the community as whole.

Guidelines for Responding to Accidents and Injuries

It is a good idea for all schools to have an accident response plan that describes in detail the actions to be taken when an injury or accident occurs. (See Appendix H for a sample accident response plan.) Having such a plan and practising it regularly (in a simulated accident situation) will reduce confusion if there is an injury or accident and help ensure that the injured person receives appropriate help as quickly as possible.

Responding to Accidents and Injuries

It is a good idea for all schools to have an accident response plan that describes the actions to be taken when an injury or accident occurs. Having such a plan and practising it regularly will reduce confusion if there is an injury or accident and help ensure that the injured person gets help quickly.

In a physical education safety policy it is appropriate to state that physical education injuries and accidents are to be handled in accordance with the school's accident response plan. It is also appropriate to state expectations about practising the accident response plan. For example, teachers might be expected to practise it with their classes twice a year.

Most schools require that an accident report form be completed every time there is an accident or injury. (See Appendix I for a sample accident report form.) It is appropriate to state this expectation in the physical education safety policy.

Appendices

Boards of education often append supplementary material to their policies. The types of appendices that might be attached to a physical education safety policy include:

- sports-specific safety guidelines
- gymnasium facilities: safety report
- outside facilities: safety report
- activity room: safety guidelines
- gymnasium equipment: safety report
- medical information form
- accident response plan
- accident/injury report form

Samples of these guidelines, facilities reports, plans and forms appear in Appendices A to I of this document.

Implementing the Physical Education Safety Policy

Developing the physical education safety policy is just the first step. The next step is making students, school staff and the community aware of the policy and creating a safety mindset so that thinking about the safest way of doing things becomes automatic.

Implementing the Physical Education Policy

Developing the physical education safety policy is the first step. Creating a safety mindset in students, teachers, parents and community is an ongoing process.

Ideas for implementation include:

- Use the policy as a springboard for educational activities with students, teachers and community about physical education safety. Education activities might include workshops, seminars, demonstrations of safe physical education practices, actual participation in physical education activities, or practising responses to accidents or injuries.
- Regularly (every year or two) review and update the policy. As well as ensuring that the policy reflects current needs, regular review that involves students, teachers, parents and community will keep safety at the forefront of everyone's minds.
- Make the physical education safety policy the focus of a staff meeting and a board of education meeting once a year. Encourage teachers and board members to discuss how they, as individuals and as a group, might better observe the safety principles in the policy.
- Make the physical education safety policy the focus of a school assembly once or twice a year. Review important safety principles with students and encourage them to discuss the difference between safe and unsafe actions in various situations.

Appendix A: Sample Sport-Specific Safety Guidelines

Saskatchewan’s Instructional Physical Education Program

Saskatchewan’s instructional physical education program is organized around 10 basic movement patterns. The body engages in these movement patterns when participating in physical activity, whether it be walking, climbing trees, skateboarding or pole vaulting. These movement patterns apply to all levels of motor skill ability regardless of whether the participant is a beginner, intermediate or advanced; recreational or competitive; female or male; younger or older.

Movement Patterns

The 10 basic movement patterns are:

Sending	Throwing Striking (with hands, with extension of hand or head) Kicking
Receiving	Catching Collecting
Accompanying	Dribbling (with feet, hands, stick handling) Carrying
Evading	Dodging Faking Screening
Locomotions	Repetitive displacements of the body (walk, run, climb, traverse), may involve equipment
Landings	On feet, hands, and while rotating

Statics	Balance (unstable positions) Supports (stable positions) Hangs (shoulder below point of suspension)
Swings	From various body parts From various apparatuses
Rotations	Rotation around one of the primary axes (long, broad, narrow)
Springs	Rapid displacement of the body (from arms or legs)

These movement patterns are mastered through participation in activity areas.

Activity Areas: K-5

There are five activity areas for kindergarten to grade 5.

- Alternative environmental activities – such as walking and running outdoors, treasure hunting using basic orienteering skills.
- Educational rhythmic and dance – such as performing traditional folk dances, performing rhythmic actions to songs.
- Educational games – such as games that involve using sticks, bats, balls, bean bags and racquets.
- Educational gymnastics – such as creating movement patterns and performing locomotions (beside, under, through).
- Individual and dual activities – such as skipping backwards and forwards, alone and with a partner, jumping, throwing balls and Frisbees.

Activity Areas: Grades 6 - 9

There are six activity areas for grades 6-9.

- Aquatics – such as swimming.
- Developmental games and sports – such as volleyball, track and field, soccer and badminton.
- Educational gymnastics – activities in which students develop body and personal space awareness by exploring supports, balances and hangs in statics and develop general space awareness using locomotions, springs, landings and rotations (no swings).
- Fitness – activities that build cardiorespiratory endurance such as running, obstacle course, rope skipping, aerobics.
- Outdoor pursuits – such as orienteering and cross-country skiing
- Rhythmics/dance – such as doing locomotions in time to music.

Activity Areas: Grades 10-12

There are seven activity areas for grades 10-12.

- Aquatics – such as swimming.
- Developmental games and sports – such as basketball, volleyball, track and field and other organized games.
- Educational gymnastics – such as patterns that involve springs, swings, landings, statics and locomotions.
- Fitness – such as running and aerobics.
- Outdoor pursuits – such as cross-country skiing.
- Rhythmics – such as folk dancing or creating original movement patterns to music.
- Volunteering – volunteer activities that help promote healthy lifestyles in the community.

The flexible structure of Saskatchewan's instructional physical education program means that the objectives of the curriculum guide can be achieved in a variety of ways. No single sport or activity is compulsory or essential to the program.

Because the range of possible sports and activities is so broad, some boards of education may wish to append sport-specific guidelines to their physical education safety policies. Samples of such guidelines follow in Appendix A.

In the sport-specific guidelines that follow, sports with greater potential for injury are noted. The following activities are not listed in the sport-specific guidelines and are discouraged activities for Saskatchewan schools:

- bunji jumping (vertical or horizontal)
- firearms on field trips or at school
- motorcycles and go-carts
- parachuting
- hot-air ballooning
- white-water rafting

Choosing Physical Education Activities

In Saskatchewan's physical education program, no single sport is compulsory or required. The program has a great deal of flexibility. Boards of education may select those activities they consider most appropriate for their communities.

AQUATICS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
	<p>Wear suitable swim wear.</p> <p>Tie hair back or wear it in a bun.</p> <p>No jewelry.</p> <p>If swimming outdoors, wear sunscreen.</p>	<p>Use school or community pools.</p> <p><i>(For pond/lake swimming see outdoor education).</i></p>	<p>Adhere to the following regulations:</p> <ul style="list-style-type: none"> a) no running or pushing on deck b) no gum chewing c) no food in pool area d) stay clear of diving area e) no diving off deck into shallow end f) follow pool rules <p>Take showers before entering the pool.</p> <p>Outline emergency procedures to students prior to entering the water.</p> <p>No students with infected cuts or sores in pool.</p> <p>Do screening/testing in shallow end initially.</p> <p>Use a parent permission form when students go off school board property to a pool.</p> <p>Inform in-charge person on deck of any student having medical problems that may affect the student's safety in the water. Conditions that require specific mention include a history of diabetes, asthma, heart condition, convulsions, epilepsy and frequent ear infections.</p> <p>Teach skills in proper progression.</p>	<p>Ensure there is an individual in the immediate vicinity who is readily accessible and who has current first aid qualifications.</p> <p>Ensure that teachers accompany pupils to the pool and stay on the deck or in the pool.</p> <p>Ensure that teachers providing swim instruction have current Royal Life Saving Society Bronze Cross or equivalent certification.</p> <p>Suggested ratio of qualified lifeguard/instructor to students: 1:25.</p> <p>Monitor change rooms closely and frequently.</p> <p>Provide on-site supervision.</p>

ARCHERY

ARCHERY is not a recommended in-class activity for students from kindergarten to grade 9 and is a high-risk activity at all grade levels. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct a high-risk activity like archery require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>SECONDARY LEVEL</i>				
<p>Check all equipment regularly for defects.</p> <p>Make arm guards and finger tabs available to students.</p> <p>Match bow length and weight to the height and strength of the participant.</p> <p>Use appropriate targets.</p>	<p>Wear close fitting clothes on the upper body.</p> <p>No jewelry.</p> <p>If sport takes place outdoors, wear sun protection.</p>	<p>Use an area free of obstructions and hazards.</p> <p>For indoor shooting, use a properly installed safety net.</p> <p>Control access/exit to the facility.</p> <p>For outdoor activity, mark and control the shooting area.</p>	<p>Establish a “firing” line appropriate to the skill level of the students.</p> <p>Keep everyone behind the firing line.</p> <p>Establish a “start” and “stop” shooting and retrieving procedure.</p> <p>Instruct students in safety procedures, shooting techniques, care and use of equipment and how to properly remove an arrow from a target butt.</p> <p>Never point a loaded bow at anyone.</p> <p>Load bows on the shooting line only.</p> <p>Position all students not involved in shooting well behind the firing line and away from the archers on the line.</p> <p>Teach skills in proper progression.</p>	<p>Provide constant visual supervision.</p>

BASEBALL

BASEBALL (e.g., hardball) is not a recommended in-class activity for either elementary or secondary students. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct a high-risk activity like baseball require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use uncracked bats with an adequate grip.</p> <p>Have back catcher wear a mask and a helmet.</p> <p>Have batters and base runners wear helmets.</p> <p>Have umpire wear a mask.</p> <p>Have umpire wear shin guards and a chest protector for added protection.</p> <p>Have fielders wear gloves.</p>	<p>Wear suitable footwear and clothing.</p> <p>Wear sun protection.</p> <p>No jewelry.</p>	<p>Inspect the field for hazards: holes, glass, rocks, and slippery, muddy spots.</p> <p>Ensure that the field of play is away from open roadways so that there is no danger of players running into traffic.</p> <p>Report holes and severely uneven surfaces to the principal and make students aware of them.</p> <p>If more than one activity is going on, provide a safe distance between the activities.</p>	<p>Teach skills in proper progression.</p> <p>Teach players to lay down or drop the bat after hitting, not release it during the follow through of the swing.</p> <p>Teach non-fielding players to stand well back (10 m or more) of the batter's box or behind a screen or fence. (Keep fingers away from the screen.)</p> <p>Have umpires stand behind the pitcher or outside the baselines.</p>	<p>Provide on-site supervision.</p>

BASKETBALL AND RELATED GAMES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Where an end wall is close to the baseline, place protective gym mats or padding beyond the “key” area.</p> <p>Extend protective end wall mats up the wall from the top of the baseboard up the wall and a minimum width of 6 metres across the wall.</p> <p>Where a stage is close to the baseline, place gym mats over the edge of the stage and extend them to the floor.</p>	<p>Wear suitable footwear and clothing.</p> <p>No jewelry.</p>	<p>Don’t locate winch for moving backboards up and down directly under the supporting wall-mounted structure.</p> <p>Use a playing surface (indoor or outdoor) and surrounding area that is clean, free of all obstacles and provides good traction.</p> <p>Use protective padding on rectangular backboard edges in secondary school facilities.</p> <p>Ensure that only trained adults or students under supervision use motorized or hand winches to raise and lower baskets.</p>	<p>Teach skills in proper progression.</p> <p>Base games and activities on skills that are taught.</p> <p>If cross-court play involves immovable obstacles or confined space (e.g., doors and radiators under side baskets or wall close to the baseline) modify rules appropriately (e.g., no lay-ups).</p>	<p>Provide on-site supervision</p>

BENCHES AND CHAIRS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use stacking chairs that are free of cracks or chipped corners with seats and backs that are secured to the supports.</p> <p>Use benches that are free of cracks, chipped corners or splinters on the usable surface.</p> <p>Secure bench tops to all supports.</p>	<p>Wear suitable clothing and footwear.</p> <p>No jewelry.</p>	<p>Provide enough space around chairs/benches for safe usage.</p> <p>Place benches and chairs so that landings occur safe distances away from walls and other equipment.</p>	<p>Teach all skills in a logical progression from simple to complex. Ensure that student demonstrates control of basic movement before moving to more complicated skills (e.g., forward jumping and landing before backward jumping and/or jumping with turns).</p> <p>Instruct students to jump up from chair/bench and land close so that chair/bench does not move.</p> <p>Instruct students never to jump from seat over back of chair.</p>	<p>Provide on-site supervision.</p>

BOARDSAILING

BOARDSAILING is not a recommended in-class activity for students from kindergarten to grade 9 and is a high-risk activity at all grade levels. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct a high-risk activity like boardsailing require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>SECONDARY LEVEL</i>				
<p>Keep a first aid kit in an easily accessible location.</p>	<p>Wear a life jacket/P.F.D.</p> <p>Wear appropriate footwear, sunscreen and swimsuit.</p> <p>No jewelry.</p>	<p>Sail in water that is above 15°C in temperature.</p> <p>Choose an area for sailing where students can be seen from shore at all times.</p>	<p>Prior to water activities require students to successfully complete the following swim test:</p> <ul style="list-style-type: none"> • swim 100 m continuously any stroke • tread water for 3 minutes • put on a life jacket in the water • demonstrate the help/huddle position <p>Familiarize students with emergency procedures and self-rescue skills related to facility.</p> <p>Familiarize students with basic first aid and hypothermia.</p> <p>Instructor awareness of weather and water conditions is important.</p> <p>Teach skills in proper progression.</p>	<p>Have a qualified lifeguard on site at all times.</p> <p>Suggested ratio of qualified lifeguard/instructor to students: 1:20 in partners with a maximum of 10 students on the boards at once.</p> <p>Provide on-site supervision.</p> <p>Ensure that at least one supervisor has emergency first aid certification or equivalent.</p> <p>Have a small rescue craft on-site to aid in supervision of students out from shore.</p>

BOWLING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
	<p>Wear proper shoes at all times, as provided or approved by the facility.</p> <p>Street clothes are acceptable.</p> <p>No rings and dangling bracelets and watches.</p>		<p>Make parents aware of any off-campus activity and the mode of transportation being used.</p> <p>Follow rules and etiquette as outlined by the facility.</p> <p>Teach skills in proper progression.</p>	<p>Provide in the area supervision.</p>

BROOMBALL

NON-ICE AND ICE

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Wear CSA approved hockey helmets if playing on ice. Helmets reduce the potential for injury.</p> <p>Have goalies wear a protective mask.</p> <p>Use regulation broomball sticks.</p> <p>Use hockey nets or pylons for goals.</p> <p>Use nerf ball, utility ball or regulation broomball ball.</p>	<p>When broomball is played on fields, blacktop, or on rinks, wear suitable footwear and clothing for weather conditions.</p> <p>No jewelry.</p>	<p>Use a playing surface that is free from obstructions.</p>	<p>Keep sticks below waist at all times.</p> <p>Play only non-contact broomball in physical education class.</p> <p>Extend crease 2 m from goal line – defensive or offensive player cannot be in the crease area.</p> <p>Make parents aware of any off-campus activity and means of transportation.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

CRICKET

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use uncracked bats with an adequate grip.</p> <p>Have batsman and wicket keeper wear regulation helmets and padding.</p>	<p>No cleats.</p> <p>Wear suitable footwear and clothing.</p> <p>Wear sun protection.</p> <p>No jewelry.</p>	<p>Inspect the playing surface for hazards such as holes, glass and rocks.</p> <p>Report holes and severely uneven surfaces to the principal and make students aware of them.</p> <p>Use a playing field that is located away from roadways and sidewalks so that students will not run into traffic.</p> <p>Organize play so there is a safe distance between the cricket pitch and all other activities.</p>	<p>Observe rules concerning forbidden types of pitches.</p> <p>Teach players to lay down or drop the bat after hitting, not release it during the follow through of the swing.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

CROSS-COUNTRY RUNNING AND ORIENTEERING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
	<p>No bare feet.</p> <p>Wear suitable footwear and clothing.</p> <p>No jewelry.</p> <p>Wear sun protection.</p>	<p>Prior to initial use of cross-country route or orienteering course, do a safety check “walk through” to identify potential hazards.</p> <p>Familiarize students with the route or course before initial attempt (e.g., point out areas to approach with caution).</p> <p>If route includes sidewalks around the school, ensure that students do not cross intersections unless directly supervised.</p>	<p>Instruct students in basic road safety.</p> <p>Teach skills in proper progression.</p> <p>Be aware of students with a history of asthma and other respiratory problems.</p> <p>Notify parents when students will be running off the school campus.</p> <p>Modify length of route to suit the age and ability level of the participants (e.g., design route so that primary students are in sight of the teacher most of the time).</p> <p>Include a proper warm-up and cool-down in all classes.</p> <p>Give attention to:</p> <ul style="list-style-type: none"> • temperature of the day • length of time in sun • previous training and length of preparation 	<p>Provide in the area supervision.</p>

CROSS-COUNTRY SKIING SNOWSHOEING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Keep a first aid kit in an accessible location.</p> <p>CROSS-COUNTRY SKIING: Use skis, boots and poles that are in good repair and of appropriate size for the skier.</p> <p>SNOWSHOEING: Use snowshoes with frames and bindings that are in good repair.</p>	<p>Wear clothing appropriate for outdoor activity.</p> <p>Wear layered clothing.</p> <p>Carry hats and gloves.</p> <p>Wear sunscreen.</p> <p>No jewelry.</p>	<p>Define specific routes to the students, so they are aware of the boundaries for the activity, whether using a commercial or noncommercial site.</p> <p>Consider sun, wind and snow conditions, and suitability of terrain when choosing a site. An ideal noncommercial site would include:</p> <ul style="list-style-type: none"> • a level field with practice tracks skied in by the instructor • a hill with a gentle slope and a long run out, or the bottom section of a larger hill • a variety of terrain • proximity to warmth, food, waxing and other facilities. 	<p>Establish emergency procedures and explain those procedures to the students.</p> <p>Teach skills in proper progression.</p> <p>Discuss recognizing and treating frostbite and hypothermia with the students.</p> <p>Have students check to be sure boots are secure in bindings.</p> <p>Ski poles have sharp tips. Caution students about their use, especially when working close to others.</p> <p>Be aware of students with a history of asthma and other respiratory problems.</p> <p>Use a buddy system.</p> <p>Make parents aware of off-campus activities.</p>	<p>Designate a supervisor (teacher, parent or responsible adult) who has a vehicle and is not the supervisor “in charge” to accompany an injured student to hospital.</p> <p>Clearly outline duties of supervisors, including supervisors of small groups of students.</p> <p>Provide in the area supervision for all sites within walking distance of the school and during field trips.</p>

CURLING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>SECONDARY LEVEL</i>				
<p>Keep a first aid kit in an accessible location.</p> <p>Wear a helmet. Helmets reduce the potential for injury among young and novice curlers.</p>	<p>Wear clothing that is appropriate for cold temperature activity.</p> <p>Wear appropriate footwear.</p> <p>No jewelry.</p>	<p>Use a curling rink for instruction.</p>	<p>Teach skills and etiquette in proper progression.</p>	<p>Provide on-site supervision.</p>

CYCLING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Have students inspect bikes before use for working brakes and inflated tires.</p> <p>Wear approved and correctly fitting helmets. Helmets reduce the potential for injury.</p> <p>Have one rider carry a bicycle tool kit.</p> <p>Have the supervisor carry a first aid kit.</p>	<p>Wear suitable clothing and footwear (no open-toed shoes).</p> <p>Wear sun protection.</p> <p>No jewelry.</p>	<p>Choose routes carefully in terms of the length, amount of gravel and pavement, frequency of traffic, and number of complex intersections and railway crossings.</p> <p>Prior to initial use of route, have teacher do a safety ride-through to address safety and suitability.</p> <p>For off-road routes, obtain permission of landowner.</p>	<p>Review and emphasize the safety procedures to be followed (including group riding procedures) before activities begin.</p> <p>Leave a record of students and the route they will be traveling in the school with an appropriate person.</p> <p>Make students aware of emergency procedures in case of an accident.</p> <p>Racing is not a suitable in-class activity.</p> <p>Use a buddy system.</p> <p>Inform parents that cycling will take students off school property.</p> <p>No Walkmans.</p>	<p>Provide in the area supervision.</p>

DANCE, RHYTHMIC ACTIVITIES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
Use electrical equipment that is in good working order.	Wear appropriate footwear (gymnastics slippers or running shoes). Bare feet are acceptable. No jewelry.	Use a gym or very large room free from obstacles for instruction.	Teach skills in proper progression.	Provide on-site supervision for rhythmic activities. Provide in the area supervision for dance.

DIVING

SPRINGBOARD AND TOWER DIVING

DIVING is not a recommended in-class activity for elementary or secondary students.
Schools are encouraged to consider alternative program options to replace high-risk activities.
Teachers who wish to instruct a high-risk activity like diving require written permission from the board of education.

DODGEBALL-TYPE GAMES TAG GAMES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
Use a “nerf” ball, soft foam ball, utility ball, volleyball (partially deflated) for dodgeball-type games.	<p>No jewelry.</p> <p>Wear suitable clothing and footwear.</p> <p>Wear sun protection if playing outdoors.</p>	<p>Remove obstructions (e.g., desks, chairs) from playing area.</p> <p>Close all access/exit doors.</p> <p>Use an outdoor playing area that is free of rocks and holes and provides good footing.</p>	<p>Modify rules to accommodate age, ability, and physical development of participants.</p> <p>Establish rules for contact by the ball (e.g., no contact above shoulders/waists).</p> <p>Teach skills in proper progression.</p>	Provide constant visual supervision.

FENCING

**FENCING is not recommended as an in-class activity for elementary or secondary students.
Schools are encouraged to consider alternative program options to replace high-risk activities.
Teachers who wish to instruct a high-risk activity like fencing require written permission from the board of education.**

FIELD HOCKEY

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use regulation field hockey sticks.</p> <p>Have goaltender wear mouth guard, shin guards and full goalie equipment if regulation ball is used.</p> <p>Check sticks regularly for cracks.</p> <p>Use regulation field hockey balls or indoor “soft” balls.</p>	<p>Wear suitable footwear and clothing.</p> <p>No jewelry.</p> <p>Wear sun protection.</p>	<p>Bring holes and severely uneven surfaces to the attention of the principal and make students aware of them.</p> <p>Check playing surface regularly. A good playing surface is clear from debris and provides good footing.</p>	<p>Never bring stick above waist level.</p> <p>Implement a soccer-size crease area other than the scoring circle for the protection of the goalie.</p> <p>Don’t allow any player except the goalie in the crease.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

FITNESS ACTIVITIES

AEROBICS, CIRCUIT TRAINING, ETC.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use stationary bicycles, benches, chinning bars, peg boards and other fitness equipment that is in good repair.</p> <p>Use electrical equipment that is in good working order.</p> <p>Use steps and/or slides that are in good repair and equipped with non-slip treads.</p> <p>Use tubing/elastic strips that are the proper tension and length for level of participant.</p> <p>Don't use free weights at the elementary level.</p>	<p>Wear suitable clothing and footwear.</p> <p>No jewelry.</p>	<p>Do fitness activities in a floor area that is free of all obstacles (e.g., tables and chairs).</p> <p>Allow adequate space between fitness activities and equipment to provide free flow of motion.</p>	<p>Modify fitness activities to reflect the age and ability level of students, the facilities and the equipment available.</p> <p>Where fitness equipment is being used (e.g., stationary bicycle, medicine ball, chinning bar, tubing) instruct students in the proper use of the equipment before they begin using it.</p> <p>Use a proper progression of activities:</p> <ol style="list-style-type: none"> 1) warm-up 2) stretching 3) peak work activities (which may include muscle strength and endurance activities) 4) cool-down activities including tapering off, stretching and relaxation. <p>Stress correct body alignment for injury prevention.</p> <p>Permit students to work at personal levels of intensity (e.g., low impact to high impact, low intensity to high intensity).</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

FLOOR HOCKEY GYM RINGETTE

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Check stick regularly to ensure the blade is securely attached to the stick and that there are no cracks and splinters.</p> <p>For floor hockey, use only regulation plastic hockey sticks or hockey sticks with plastic blades.</p> <p>Wear eye goggles, and teeth and mouth protection.</p> <p>For ringette, use regulation ringette sticks.</p> <p>Have goalies wear a protective mask (e.g., catcher's mask).</p> <p>Use a "soft" ball such as a nerf ball, or plastic or soft rubber puck.</p>	<p>Wear suitable clothing and footwear.</p> <p>No jewelry.</p>	<p>Use a playing surface and surrounding area that is free of all obstacles (e.g., tables, chairs).</p> <p>Make sure all floor plugs are in place.</p>	<p>Strictly enforce rules with penalties.</p> <p>Teach skills in proper progression.</p> <p>Base games and activities on skills that are taught.</p> <p>No body contact.</p> <p>No sticks above the waist.</p> <p>Implement a crease for protection of the goalie and do not allow other players in the crease.</p>	<p>Provide on-site supervision.</p>

FOOTBALL

FLAG OR TOUCH FOOTBALL

TACKLE FOOTBALL is not recommended as an in-class activity for elementary or secondary students.
Schools are encouraged to consider alternative program options to replace high-risk activities.
Teachers who wish to instruct a high-risk activity like tackle football require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
Use footballs appropriate to the size and ability of the group (e.g., smaller football or nerf ball for younger students).	No metal or molded cleats. Wear suitable gym clothing and footwear. No jewelry. Wear sun protection.	Play in an area that is free of debris and obstructions and provides safe footing. Report holes and severely uneven surfaces to the principal and make students aware of them.	Teach skills in proper progression. Clearly mark boundary lines. Modify the rules of the game to accommodate differences in ability/age/physical development. No blocking and tackling.	Provide on-site supervision.

GOLF

GOLF is not a recommended in-class activity for students from kindergarten to grade 9 and is a high-risk activity at all grade levels. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct a high-risk activity like golf require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>Additional Elementary Standards</i>				
<p>Check equipment, especially grips, regularly and repair as needed.</p> <p>Use plastic “whiffle” or rubber golf balls.</p> <p>No real golf balls on school property except for putting and chipping.</p>	<p>Wear suitable clothing and footwear.</p> <p>No jewelry.</p> <p>Wear sun protection.</p>	<p>Allow adequate space for full backswing and follow through.</p>	<p>Instruct students on proper golf etiquette.</p> <p>Teach skills in proper progression.</p> <p>Establish a safe routine for hitting and retrieving golf balls.</p> <p>Designate a safe area for use of real balls while chipping.</p>	<p>Provide on-site supervision for initial instruction and when chipping with real golf balls.</p> <p>Provide in the area supervision following initial instruction.</p>

GYMNASTICS
GENERAL GUIDELINES
Kindergarten to Grade 9

KINDERGARTEN TO GRADE 9		SUPERVISION
<p>The Basic Movement Pattern (BMP) approach to gymnastics used in the Saskatchewan physical education curriculum is such that safety considerations are built into the program. By teaching landings – one of the basic movement patterns – teachers prevent injuries. Many injuries that occur in a gymnastics context – and in other physical activities – are the result of landing incorrectly. Teach students how to land safely in a variety of situations and have students practice landings regularly so they are learned to the point of becoming reflex reactions.</p> <p>Spotting – manual assistance provided to participants while performing skills on the floor or on equipment – is not appropriate in the elementary gymnastics program. Many gymnastics injuries are the result of attempting skills that students are not ready to perform. If the student needs spotting, this is a good indication that the student lacks the necessary physical or motor skills. Rather than have the student attempt the skill with a “spot”, more activities that lead up to the skill can be provided. Not only does this approach prevent the tendency for students to become dependent on a spotter, it reflects the reality that in a large group setting the teacher cannot spot all the students.</p> <p>Don’t force students to perform skills that are beyond their level of ability. When a student displays hesitation verbally or non-verbally, discuss the reason(s) for doubt with the student. After the discussion, if the teacher believes that a potential hesitancy during the performance of the skill could put the student at risk, the student can be directed toward a more basic skill.</p> <p>Mat work comes before use of equipment. A teacher who is unfamiliar with any gymnastics equipment can seek assistance from appropriate support staff and/or refrain from using the equipment until help is received.</p> <p>Skills are best taught in a logical progression from simple to complex. Students who demonstrate control of basic movement patterns are ready to go on to more complicated skills. For example, a landing on the feet should be performed with control on the floor before working on an elevated surface such as a box horse.</p>		

GYMNASTICS

BARS, BEAMS AND RINGS

Kindergarten to Grade 9

Gymnastics activities on bars, beams and rings are high-risk activities. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct high-risk activities like gymnastics activities on bars, beams and rings require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>KINDERGARTEN TO GRADE 9</i>				
<p>PARALLEL BARS: (Grades 7-9 only)</p> <p>STILL RINGS: (Grades 7-9 only)</p> <p>BALANCE BEAM: (K-Grade 9)</p> <p>UNEVEN PARALLEL BARS: (Grade 7-9 only)</p> <p>Inspect and test equipment on a regular basis and repair as required.</p> <p>Check all locking mechanisms before use.</p>	<p>Wear close fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie their shoelaces securely.</p> <p>No jewelry.</p> <p>Tie back long hair.</p> <p>Secure or remove glasses.</p>	<p>Situate mats around/under apparatus to create a landing area with no open spaces.</p> <p>Attach velcro mats.</p> <p>Properly secure equipment to floor/ceiling.</p> <p>Allow sufficient space between apparatus to allow free movement on the apparatus and space to dismount.</p>	<p>Familiarize students with the concept of spotting.</p> <p>No inversions unless instructed by teacher and a 30.5 cm - 60.9 cm (12" - 24") landing mat is in place.</p> <p>Use balance beams that are appropriate for students' height.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision for balance beam, parallel bars and uneven bars.</p> <p>Provide constant visual supervision for inversions.</p> <p>Provide constant visual supervision during initial teaching on still rings. After instruction, and when there are no inversions, provide on-site supervision.</p>

GYMNASTICS
BEAT BOARD
Kindergarten to Grade 9

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>KINDERGARTEN TO GRADE 9</i>				
Use velcro mats.	Wear close fitting gym clothing. Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie their shoelaces securely. No jewelry. Tie back long hair. Secure or remove glasses.	Design floor plan to allow enough space around each piece of apparatus for safety of movement. Design floor plan to allow for landing at safe distances away from walls and other equipment. Remove excess furniture and equipment (e.g., tables and chairs) from perimeter of gym.	Introduce beat board activities in a developmental sequence (e.g., take-offs and landing from beat board to mat before beat board to box horse). Teach skills in proper progression.	Provide on-site supervision.

GYMNASTICS
BOX HORSE
Kindergarten to Grade 9

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>KINDERGARTEN TO GRADE 9</i>				
<p>Don't use the beat board with the box horse at the primary level.</p> <p>Use velcro mats to designate the landing area.</p>	<p>Wear close fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie their shoelaces securely.</p> <p>No jewelry.</p> <p>Tie back long hair.</p> <p>Secure or remove glasses.</p>	<p>Design floor plan to allow enough space around each piece of apparatus for safety of movement.</p> <p>Design floor plan to allow for landings at safe distances away from walls and other equipment.</p> <p>Remove excess furniture and equipment (e.g., tables and chairs) from perimeter of gym.</p>	<p>No aerial somersaults off the box horse.</p> <p>Use a box horse that is a suitable height for students (e.g., below shoulder height) and appropriate to the activity.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

GYMNASTICS
CLIMBER
Kindergarten to Grade 9

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>KINDERGARTEN TO GRADE 9</i>				
<p>Use trestles or wall climber.</p> <p>Do equipment set up and adjustment under teacher direction.</p> <p>Check clamps and feet of trestles, wall lever and floor pins of wall climber to ensure climber is secure.</p> <p>Check equipment daily for defective parts.</p> <p>Place mats on landing areas.</p>	<p>Wear close-fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie their shoelaces securely.</p> <p>No jewelry.</p>	<p>Design the floor plan to allow enough space around each piece of apparatus for safety of movement.</p> <p>Design the floor plan to allow for landings at safe distances away from walls and other equipment.</p> <p>Remove excess equipment (e.g., tables and chairs) from perimeter of gym.</p>	<p>Place mats on all designated landing areas.</p> <p>Hanging inversions require direct instruction of teacher and placement of a 30.5 cm - 60.9 cm (12" - 24") landing mat.</p> <p>No inversions in which student is more than 1.5 m above the floor.</p> <p>Avoid overcrowding by students.</p> <p>Adjust equipment so it is appropriate to height of students and activity being performed.</p> <p>A child may climb on top of a horizontal ladder or bars that are at chest height. No hanging and traveling when the horizontal ladder or bars are above the chest height of the student (stretch height). No traveling on top of horizontal ladders or bars.</p> <p>No jumping from anything higher than the jumper's own shoulder height.</p> <p>No approaching horizontal ladders and bars of trestles from the side as trestles could slide sideways.</p> <p>Teach skills in proper progression.</p>	<p>Provide constant visual supervision.</p>

GYMNASTICS
CLIMBING ROPES
Kindergarten to Grade 9

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>KINDERGARTEN TO GRADE 9</i>				
<p>Place mats under ropes (velcro mats together).</p> <p>Check ropes regularly for fraying. Don't use severely frayed ropes, as students get slivers.</p> <p>For inversion activities use a 30.5 cm – 60.9 cm (12" – 24") landing mat.</p>	<p>Wear close fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie their shoelaces securely.</p> <p>No jewelry.</p> <p>Tie back long hair.</p> <p>Secure or remove glasses.</p>	<p>Design floor plan to allow enough space around each piece of apparatus for safety of movement.</p> <p>Design floor plan to allow for landings at safe distances away from walls and other equipment.</p> <p>Remove excess furniture and equipment (e.g., tables and chairs) from perimeter of gym.</p>	<p>No inversions in which the student hangs more than 1.5 m above the floor.</p> <p>Introduce rope activities in a developmental sequence.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p> <p>Provide constant visual supervision for inversions.</p>

GYMNASTICS
LANDING MAT
Kindergarten to Grade 9

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>KINDERGARTEN TO GRADE 9</i>				
<p>Use a landing mat that is 30.5 cm - 60.9 cm (12" – 24") thick.</p>	<p>Wear close fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie shoelaces securely.</p> <p>No jewelry.</p> <p>Tie back long hair.</p> <p>Secure or remove glasses.</p>	<p>Design floor plan to allow enough space around each piece of apparatus for safety of movement.</p> <p>Design floor plan to allow for landings at safe distances away from walls and other equipment.</p> <p>Remove excess furniture and equipment (e.g., tables and chairs) from perimeter of gym.</p>	<p>Use mats under elevated inverted body positions.</p> <p>Place landing mats to minimize movement of mat on impact.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p> <p>Provide constant visual supervision for inversions.</p>

GYMNASTICS

MATS

Kindergarten to Grade 9

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>KINDERGARTEN TO GRADE 9</i>				
<p>Place mats on all designated landing areas under and around equipment.</p> <p>Where mats are side by side, velcro them together.</p> <p>Do not overlap mats.</p> <p>Check mats regularly for wear and tears.</p> <p>Appropriate sizes for utility mats are:</p> <ul style="list-style-type: none"> • ensolite 3.8 cm (1½") • trocellen 5.1 cm (2") • ethefoam 3.8 cm (1½") • sarneige 3.8 cm (1½") • mats of equivalent compaction rating <p>Use a 30.5 cm - 60.9 cm (12" - 24") landing mat when a student is in an elevated inverted body position.</p>	<p>Bare feet are acceptable.</p> <p>Wear running shoes or gymnastics slippers. No sock feet.</p> <p>Wear gym clothing that allows unrestricted movement.</p> <p>No jewelry.</p> <p>Tie back long hair and remove barrettes.</p> <p>Secure or remove glasses.</p>	<p>Design floor plan so that there is enough space around each piece of apparatus for safe movement.</p> <p>Design floor plan so that landings take place at a safe distance from walls and other equipment.</p> <p>Remove excess equipment (e.g., tables and chairs) from perimeter of gym.</p>	<p>Be aware of the physical limitations of students (e.g., strength, flexibility, weak wrists, epilepsy).</p> <p>Discourage students from attempting to perform front and back walkovers and backward rolls (directly over the head). Backward shoulder rolls can be performed instead.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision for mats and utility boxes. Provide constant visual supervision if students are doing inversions on this equipment.</p>

GYMNASTICS
MINI-TRAMP
Kindergarten to Grade 9

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>KINDERGARTEN TO GRADE 9</i>				
<p>Cover frame and springs with secure protective padding.</p> <p>Place velcro mats to designate landing area. Allow no gaps between mini-tramp and landing surface.</p>	<p>Wear close fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie shoelaces securely.</p> <p>No jewelry.</p> <p>Tie back long hair.</p> <p>Remove or secure glasses.</p>	<p>Design floor plan to allow enough space around each piece of apparatus for safety of movement.</p> <p>Design floor plan to allow for dismounts at safe distances away from walls and other equipment.</p> <p>Remove excess furniture and equipment (e.g., tables and chairs) from perimeter of gym.</p>	<p>No aerial somersaults off the mini-tramp.</p> <p>Teach skills in proper progression.</p>	<p>Provide constant visual supervision.</p>

GYMNASTICS

SPRINGBOARD

Kindergarten to Grade 9

Gymnastics activities on springboards are high-risk activities. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct high-risk activities like gymnastics activities involving springboards require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>KINDERGARTEN TO GRADE 9</i>				
Use velcro mats to designate landing area with no gaps between springboard and mats.	Wear close fitting gym clothing. Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie their shoelaces securely. No jewelry. Tie back long hair. Secure or remove glasses.	Design floor plan to allow enough space around each piece of apparatus for safety of movement. Design floor plan to allow for landing at safe distances away from walls and other equipment. Remove excess furniture and equipment (e.g., tables and chairs) around perimeter of gym.	Avoid aerial somersaults off the springboard. Teach skills in proper progression.	Provide constant supervision.

GYMNASTICS

TRAMPOLINE

Kindergarten to Grade 9

Gymnastics activities on trampolines are high-risk activities. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct high-risk activities like gymnastics activities involving a trampoline require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>KINDERGARTEN TO GRADE 9</i>				
<p>Inspect trampoline on a regular basis and repair as necessary.</p> <p>Instructor's responsibilities include setting up and inspecting the trampoline before use.</p> <p>Use a trampoline with secure frame padding that covers frame and springs.</p>	<p>Wear close fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie their shoelaces securely.</p> <p>No jewelry.</p> <p>Tie back long hair back.</p> <p>Secure or remove glasses.</p>	<p>Design floor plan to allow enough space around apparatus for safe use.</p> <p>Minimum ceiling height: 7 m.</p>	<p>Teacher familiarity with the contents of Gymnastics Canada's Level One Trampoline coaching certification manual is desired. It is preferred that teachers become certified by attending the one-day trampoline course offered through the National Coaching Certification Program.</p> <p>Teach skills in proper progression.</p>	<p>Position trained student and/or teacher spotters around the trampoline when it is being used. Minimum one spotter per side.</p> <p>Use spotters who are tall enough so that the trampoline frame is at chest level. This may require the assistance of older students.</p> <p>Provide constant visual supervision during initial instruction.</p> <p>Provide on-site supervision following initial instruction.</p>

GYMNASTICS

BARS, BEAMS, RINGS AND ROPES

Grades 10-12

Gymnastics activities on bars, beams, rings and ropes are high-risk activities. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct high-risk activities like gymnastics activities on bars, beams and rings require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
GRADES 10 TO 12				
<p>PARALLEL BARS, HIGH BAR, STILL RINGS, UNEVEN PARALLEL BARS, FLOOR, BALANCE BEAM, POMMEL HORSE, VAULTING HORSE, ROPES</p> <p>Inspect equipment on a regular basis and repair as necessary. No springboards.</p> <p>Teacher’s responsibilities include a safety check for proper set-up and to ensure all locking mechanisms are locked prior to use.</p> <p>Use general utility mats:</p> <ul style="list-style-type: none"> • ensolite 3.8 cm (1½”) • trocellen 5.1 cm (2”) • ethefoam 3.8 cm (1½”) • sarneige 3.8 cm (1½”) • mats of equivalent compaction rating <p>Don’t use 30.5 cm – 60.9 cm (12” – 24”) thick mats as a landing surface for vaulting or for controlled landings (e.g., landing on feet) off any piece of equipment.</p> <p>Use landing mats that are 10 cm (4”) or greater when the student is in an elevated, inverted body position.</p> <p>For initial attempts of inversion-type moves on any apparatus use a 30.5 cm - 60.9 cm (12” – 24”) mat.</p>	<p>Bare feet are acceptable. Wear socks or gymnastics slippers except on the balance beam and when vaulting.</p> <p>Wear close fitting gym clothing.</p> <p>No jewelry.</p> <p>Tie back long hair.</p> <p>Secure or remove glasses.</p>	<p>Situate mats around/under apparatus as a landing area so that there is no overlap or open space.</p> <p>Take precautions to minimize the movement of mats on impact.</p> <p>Attach velcro mats.</p> <p>Provide sufficient space between apparatus to allow free movement and space to dismount.</p>	<p>Instruct students on safety related to gymnastics and all associated apparatus prior to using any equipment.</p> <p>Be aware of the physical limitations and initial skill levels of students.</p> <p>Do not encourage students to perform skills beyond their physical and psychological capabilities.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p> <p>Provide constant visual supervision when students are attempting difficult moves for the first time on an apparatus.</p> <p>Train students to spot each other appropriately.</p>

GYMNASTICS
MINI-TRAMP
Grades 10-12

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>GRADES 10 TO 12</i>				
<p>Cover frame and springs by secure protective padding.</p> <p>Use general utility mats or 10 cm (4") landing mat for landings, not thick landing mats.</p> <p>Set up equipment so there are no gaps between the mini-tramp and the landing surface.</p>	<p>Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie their shoelaces securely.</p> <p>No jewelry.</p> <p>Tie back long hair.</p> <p>Secure or remove glasses.</p>	<p>Design floor plan to allow enough space around apparatus for safety of movement.</p> <p>Design floor plan to allow for dismounts at safe distances away from walls and other equipment.</p>	<p>No inversions (e.g., dive rolls, somersaults).</p> <p>Teach skills in proper progression.</p>	<p>Provide constant visual supervision during initial instruction. Provide on-site supervision following initial instruction.</p>

GYMNASTICS

TRAMPOLINE

Grades 10-12

Gymnastics activities on trampolines are high-risk activities. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct high-risk activities like gymnastics activities on trampolines require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>GRADES 10 TO 12</i>				
<p>Inspect trampoline on a regular basis and repair as necessary.</p> <p>Instructor responsibilities include properly setting up and checking the trampoline prior to use.</p> <p>Check that frame padding is secure and covers frame and springs.</p>	<p>Wear close fitting gym clothing.</p> <p>Bare feet are acceptable. Wear running shoes or gymnastics slippers. Remind students to tie their shoelaces securely.</p> <p>No jewelry.</p> <p>Tie back long hair.</p> <p>Secure or remove glasses.</p>	<p>Design floor plan to allow enough space around apparatus for safe use.</p> <p>Minimum ceiling height: 7 m.</p>	<p>Instruct students on trampoline safety.</p> <p>Only one student on the trampoline at one time.</p> <p>Instruct students landing outside the safety zone on the bed of the trampoline to stop bouncing and return to the centre of the trampoline.</p> <p>Teach students the concept of spotting.</p> <p>When students have mastered the “STOP BOUNCE” they are ready for other skills.</p> <p>Discourage students from attempting moves other than those allowed by the teacher.</p> <p>Avoid somersaults and knee drops.</p> <p>Do not ask students to do tasks they feel unprepared to attempt.</p> <p>Teach skills in the proper progression.</p>	<p>Locate trained student/teacher spotters around the trampoline when it is being used. Minimum 1 spotter per side.</p> <p>Provide constant visual supervision during initial instruction.</p> <p>Provide on-site supervision following initial instruction.</p> <p>Trampoline can be set up and taken down by trained students under constant visual supervision of the teacher.</p>

HORSEBACK RIDING

ENGLISH OR WESTERN

Horseback riding is a high-risk activity. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct a high-risk activity like horseback riding require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Have a first aid kit available on site.</p> <p>Use horses suitable for beginning riders.</p> <p>Use appropriate, safe tack, properly fitted to the horses.</p> <p>Adjust tack (girth, stirrups) for each rider and have instructor check tack.</p>	<p>Wear appropriate riding attire (e.g., boots with heels, loose or stretch pants).</p> <p>Wear properly fitted helmets with chin straps. Helmets reduce the potential for injury.</p> <p>No jewelry.</p> <p>Wear sun protection.</p>	<p>Use properly maintained, licensed riding establishments for instruction.</p> <p>Use riding areas (indoor or outdoor) that have adequate space and good footing free of potential hazards – (e.g., broken gates, roadways).</p> <p>Use an enclosed area for initial instruction of beginning riders before starting on the trail or larger space.</p> <p>Have ready access to a phone.</p>	<p>Instruct students on safe handling and riding techniques.</p> <p>Require students to follow the rules laid out regarding riding areas, treatment of horses, allowable activities, etc.</p> <p>Discuss implementation of the emergency action plan with facility staff.</p>	<p>Provide on-site supervision by qualified instructor for initial instruction.</p> <p>Provide in the area supervision after initial instruction and when out on trails.</p> <p>Teacher’s presence as a support person is important.</p> <p>Suggested instructor/student ratio: one qualified instructor for each 6 mounted students.</p>

ICE HOCKEY

ICE HOCKEY is not a recommended in-class activity for students from kindergarten to grade 9 and is a high-risk activity at all grade levels. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct a high-risk activity like ice hockey require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>SECONDARY LEVEL</i>				
<p>Have a first aid kit available on site.</p> <p>Wear approved hockey helmet with cage, gloves, elbow pads, and throat protector.</p> <p>If using regulation hockey puck, wear full hockey equipment.</p> <p>Check sticks often for cracks and splinters.</p>	<p>No jewelry.</p> <p>Wear properly fitting skates.</p>	<p>Use ice surface that is free from debris and deep ruts.</p>	<p>No slap shots.</p> <p>No body contact and stick on body contact.</p> <p>Base games on skills that are taught.</p> <p>Modify the game to suit equipment available and ability of students.</p> <p>No goaltender unless all players are fully equipped.</p> <p>Outline and enforce all rules.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

IN-LINE SKATING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Have access to a first aid kit.</p>	<p>Wear:</p> <ul style="list-style-type: none"> • a correctly fitting helmet. Helmets reduce the potential for injury • elbow pads, knee pads and wrist guards • properly fitting skates. <p>No jewelry.</p> <p>If skating outdoors, wear sun protection.</p>	<p>Use a skating surface that is dry and free of any obstacles and debris.</p> <p>Use a designated skating area that is free of vehicular and pedestrian traffic. Don't use parking lots, sidewalks, streets or driveways. Playground blacktops are suggested.</p>	<p>Provide beginning skaters with their own designated area within the total area provided for the class. This enables beginning skaters to skate without interference from faster moving peers.</p> <p>Give all skaters, regardless of ability, basic instruction in:</p> <ul style="list-style-type: none"> • motion • stopping • turning. <p>Designate a skating direction for everyone (e.g., clockwise or counterclockwise).</p> <p>No racing, chasing or tag games.</p> <p>Teach skating courtesy:</p> <ul style="list-style-type: none"> • skate in the same direction as others • skate on the right, pass on the left • announce your intention to pass by saying, "passing on your left". <p>Outline safety rules clearly to students.</p> <p>No Walkmans.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

MARTIAL ARTS

MARTIAL ARTS is not a recommended in-class activity for students from kindergarten to grade 9 and is a high-risk activity at all grade levels. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct a high-risk activity like martial arts require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>SECONDARY LEVEL</i>				
Use 5.1 cm (2”) mats, wrestling mats, or mats of equivalent compaction rating when the activity involves throws or falls.	Bare feet are preferred. Tie back long hair. Wear loose, comfortable clothing. No jewelry.	Use a floor surface that is clear, smooth, level, dry and free of all obstacles (e.g., tables and chairs).	Stress the importance of anticipation, avoidance of risky situations, self-defence tactics and appropriate aggression. Select warm-up activities that emphasize conditioning and flexibility. Teach skills in proper progression.	Use qualified instructors to deliver the program. Provide on-site supervision.

LACROSSE

Lacrosse is a high-risk activity. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct a high-risk activity like lacrosse require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>SOFT LACROSSE:</p> <p>Use “soft” lacrosse balls.</p> <p>Have goaltender wear a face mask.</p> <p>Use molded plastic sticks or wooden sticks.</p> <p>BOX/FIELD LACROSSE:</p> <p>If a goaltender is used, have him/her wear full equipment.</p> <p>Wear helmets, gloves and mouth guards if stick on stick contact is allowed.</p> <p>Use lacrosse sticks.</p> <p>Check lacrosse sticks often for cracks and splinters.</p>	<p>No metal cleats.</p> <p>Wear suitable clothing and footwear.</p> <p>No jewelry.</p> <p>Wear sun protection.</p>	<p>Inspect the playing area regularly to be sure it is free of debris and obstacles, and provides good footing.</p> <p>Bring holes and severely uneven surfaces to the attention of the principal and make students aware of them.</p>	<p>Teach skills in proper progression.</p> <p>Base games on skills that are taught.</p> <p>SOFT LACROSSE:</p> <p>Play only non-contact lacrosse in physical education class.</p> <p>Modify rules to exclude stick on stick, or stick on body contact and to prevent accidental contact within 1 m of the gym wall or playground fence.</p> <p>Stress student responsibility regarding individual space.</p> <p>BOX/FIELD LACROSSE:</p> <p>No body contact.</p> <p>No stick on body contact.</p> <p>Establish a crease area around the goal and don’t allow anyone except the goalie in the crease.</p>	<p>Provide on-site supervision.</p>

LOW ORGANIZATIONAL GAMES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use equipment that is in good repair.</p> <p>Use a ball that is appropriate for the age, size, strength and skill level of students.</p>	<p>Wear suitable footwear (e.g., shoes for outdoor games).</p> <p>No jewelry.</p> <p>Wear sun protection for outdoor games.</p>	<p>Use an outdoor playing area that is free of debris and obstructions and provides safe footing.</p> <p>Use an indoor playing area that is free of hazards such as tables and chairs both in the area and on the perimeter of the area.</p>	<p>Teach students to stop playing immediately when a signal (such as a double whistle blast) is given.</p> <p>When students are playing games indoors that involve a goal line or running to a line, don't use walls as a goal. Draw a goal line at least 3 metres from the wall and mark with cones.</p>	<p>Provide on-site supervision.</p>

OUTDOOR EDUCATION

GENERAL GUIDELINES

<i>ALL GRADES</i>	SUPERVISION
<p>Have all outdoor education excursions approved by principal or designate.</p> <p>Approval can include consideration of itinerary, suitability of trip activities to the curriculum, travel time, safety factors, supervision arrangements, age appropriateness (refer to board of education's field trip policy).</p> <p>Have board of education official sign a detailed application form for all overnight trips.</p> <p>Have parents complete parental consent forms prior to any student going on outdoor education trip.</p> <p>For all trips requiring transportation, prepare a list of all the students in each vehicle, provide it to the chaperones, and leave a copy at the school.</p> <p>For overnight trips, have students provide medical information to the chaperone, including their health card number and any special health information.</p> <p>Make supervisors on trip aware of any students with medical problems and any student on medication.</p> <p>Have students on vital medication bring an extra supply. Be sure this medication is in a clearly marked container in the supervisor's possession. Handle all medications in accordance with the board of education's policy on dispensing medication.</p> <p>Provide trip supervisors with a list of parent contact/emergency contact numbers.</p> <p>Use only staff or volunteer drivers who comply with board of education requirements for insurance.</p> <p>Provide the teacher supervising the trip with telephone number and location of nearest doctor, and location of nearest hospital and nearest phone.</p> <p>Define maximum number of days allowed for outdoor education trips in board of education policy.</p> <p>Typical information on parent consent forms includes itinerary, date, relationship of trip activities to curriculum, supervision arrangements, cost per student, behavioural expectations, inherent risks, and where applicable, date and time of parent information meeting.</p> <p>Provide students with a list of recommended clothing and personal items suitable for the specific activity.</p> <p>Wear sun protection for all outdoor education activities.</p>	<p>Provide both male and female chaperones for mixed gender groups on overnight trips.</p> <p>Have access to a vehicle for emergency purposes.</p> <p>Designate a supervisor (e.g., teacher or parent) who is not the supervisor in charge of the trip to transport an injured student to hospital.</p>

OUTDOOR EDUCATION

BACKPACKING

Day trips from school or base camp – Grades 6-12

Extended trips with overnight camping – Grades 10-12

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>GRADES 6-12</i>				
<p>Collect and check all necessary equipment before the trip.</p> <p>Equipment includes:</p> <ul style="list-style-type: none"> • compass • whistle or other signaling device • first aid kit • nutritious food which does not require preparation • adequate water • sun protection • matches in waterproof container. 	<p>Wear comfortable and durable flat shoes or boots.</p> <p>Wear clothing in layers suitable for the season.</p> <p>Wear sun protection.</p> <p>No jewelry.</p>	<p>Use only designated trails.</p> <p>Take a map of the route on the trip and leave a copy with the supervisor at the school.</p> <p>Ensure that teacher is familiar with the route.</p> <p>If backpacking trip originates from base camp, leave a map with the supervisor at base camp.</p>	<p>Have trip supervisors carry any necessary medication for designated students.</p> <p>Plan trip so that length and difficulty is appropriate for age and ability of students.</p> <p>Use a buddy system.</p> <p>Familiarize students with the route.</p> <p>Postpone trip if there is any indication of threatening weather that could put student safety at risk.</p> <p>Make students aware of:</p> <ul style="list-style-type: none"> • emergency procedures • signal to assemble. <p>Avoid traveling in darkness.</p> <p>Ensure that trip supervisors are aware of location of nearest phone and/or help in an emergency.</p>	<p>Provide on-site supervision.</p> <p>Recommended ratio of supervisors to students:</p> <ul style="list-style-type: none"> • day hikes – 1:15 • local overnight hikes – 1:15 • distant overnight hikes – 1:8.

OUTDOOR EDUCATION

CAMPING

An extended overnight camping experience in an outdoor environment with students using tents and doing their own food preparation. No canoeing.

Dorm camping – Grades 1-12

Tent camping – Grades 1-12

Overnight camping – Grades 4-12

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>If cooking on stoves, use propane/liquid gas type stoves.</p> <p>Collect and check all necessary equipment before the trip.</p> <p>Equipment includes:</p> <ul style="list-style-type: none"> • whistle or other signaling device • first aid kit • flashlight • shovel • sun protection • waterproofed matches. 	<p>No bare feet in campsite area.</p> <p>Wear clothing in layers suitable for the season.</p> <p>Clothing for overnight camping includes:</p> <ul style="list-style-type: none"> • sleeping bag/blanket • rain gear. <p>Wear sun protection.</p> <p>No jewelry.</p>	<p>Plan trip so that washroom facilities are accessible.</p> <p>Have access to a phone (cell phone or regular phone within walking distance).</p>	<p>Plan program in detail with contingency plans for inclement weather.</p> <p>Remove all food items, gum and cosmetics from tents at night and keep in bear-proof containers or cars.</p> <p>Filling and lighting camp stoves is an adult responsibility.</p> <p>Make students aware of behavioural expectations, boundaries for activity, assembly procedures.</p> <p>Plan program activities that are age and skill level appropriate.</p> <p>No open flames near tents.</p> <p>Develop a process to account for students and to identify any students who may be missing.</p> <p>Provide food and drink of a nutritious quality and quantity appropriate for high energy outdoor activity.</p>	<p>Provide constant visual supervision when filling and lighting camp stoves.</p> <p>Provide on-site supervision for other activities.</p> <p>Have at least one leader with current first aid certification.</p> <p>Have some leaders with previous tent camping experience.</p> <p>Have access to a vehicle for emergency purposes.</p> <p>Designate an adult supervisor who is not the “in-charge” supervisor to accompany an injured student to hospital.</p> <p>Recommended ratio of supervisors to students:</p> <ul style="list-style-type: none"> • Grades 4-9 – 1:8 • Grades 10-12 – 1:15.

OUTDOOR EDUCATION

CANOE TRIPPING

Traveling in groups by canoe through wilderness or semi-wilderness areas for a period of time which includes at least one overnight camp – Grades 10-12

CANOE TRIPPING is not a recommended activity for students from kindergarten to grade 9 and is a high-risk activity at all grade levels. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct a high-risk activity like canoe tripping require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>SECONDARY LEVEL</i>				
Equipment includes: <ul style="list-style-type: none"> • extra paddle per canoe • first aid kit • waterproof matches • 8 m length of rope • repair kit for canoe. 	Wear properly fitting. Transport Canada approved life jacket/P.F.D., with whistle attached, at all times while on the water. Clothing includes: <ul style="list-style-type: none"> • rain gear • appropriate clothing in layers • dry change of clothing. Wear sun protection. No jewelry.	Plan a route that is appropriate to age/ability of students.	Complete a trip itinerary and file it with an appropriate school official. Develop an emergency action plan and communicate it to all involved with the trip. No trips through white water. Test all candidates for participation in a school canoe trip for the minimum standards in each of the areas as outlined below: 1. WATER SAFETY Prior to water activities successfully complete the following swim test: <ul style="list-style-type: none"> • swim 100 m continuously any stroke • tread water for 3 minutes • put on life jacket in water • demonstrate the help/huddle position. 	Have at least one supervisor with Canadian Recreational Canoeing Association Level II Canoe Tripping certification. If the group is divided into two trips, then have two supervisors with these qualifications. Have at least one supervisor with: <ol style="list-style-type: none"> 1) National Lifeguard Service Lifeguard Certificate, or 2) Current first aid qualifications such as: <ul style="list-style-type: none"> • St. John Emergency First Aid Certificate, or • Canadian Red Cross Emergency First Aid Certificate, or • Royal Life Saving Society Aquatic Emergency Care Certificate, or • Canadian Ski Patrol First Aid Certificate.

OUTDOOR EDUCATION

CANOE TRIPPING continued

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>SECONDARY LEVEL (Continued)</i>				
			<p>2. CANOEING SKILLS Demonstrate basic competence in the following skills:</p> <ul style="list-style-type: none"> • power stroke • “J” stroke • sweep strokes • draw stroke • backwater strokes • proper entry/exit from canoe • self rescues in dry and/or swamped canoes • canoe over canoe rescue procedures • synchronized strokes • packing a canoe • portaging techniques. <p>Have mastered the “J” stroke.</p> <p>Instruct students on how to handle unexpected wind and wave conditions.</p> <p>3. RELATED AREAS Familiarize students with:</p> <ul style="list-style-type: none"> • basic first aid and hypothermia • personal camping and canoeing equipment and repairs • suitable clothing • camping skills and safety • environmental concerns • use of a compass • map reading. <p>Postpone trip if there is any indication of inclement weather or cold water conditions severe enough to put students’ safety at risk.</p> <p>Teach skills in proper progression.</p>	<p>Have at least one supervisor who has experience with:</p> <ul style="list-style-type: none"> • bug season • cold water rapids (recognize inherent danger and ways to avoid) • cooking over open fire without a grate • campcraft waterproofing methods during wet weather. <p>Have at least one supervisor with general knowledge of the area.</p> <p>Establish a systematic pattern for group travel and communication.</p> <p>Have two adult supervisors on overnight trips.</p> <p>Where female and male students participate in a trip, provide both female and male supervisors.</p> <p>Ratio of supervisors to students: 1:8.</p>

OUTDOOR EDUCATION

CANOEING

Pools – Grades 6-12

Lake Water Canoeing – Grades 6-12

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
GRADES 6-12				
<p>No aluminum canoes in pools.</p> <p>Check paddles for cracks and splinters.</p>	<p>Wear correct fitting, Transport Canada approved P.F.D./life jackets, with whistle attached for open water canoeing.</p> <p>Wear clothing that is appropriate for open water canoeing.</p> <p>Wear sun protection.</p> <p>No jewelry.</p>	<p>Select water conditions appropriate for the skill level of the group.</p>	<p>Before open water canoeing, demonstrate competency in:</p> <ul style="list-style-type: none"> • power stroke • “J” stroke • sweep stroke • draw stroke • backwater stroke • proper entry/exit from canoe • self rescues into dry and/or swamped canoes • canoe over canoe rescue procedures • synchronized strokes, positioning of paddlers, and packing the canoe. <p>Have a rescue craft on shore and accessible while students are canoeing on open water.</p> <p>Prior to water activities successfully complete the following swim test:</p> <ul style="list-style-type: none"> • swim 100 m continuously any stroke • tread water for 3 minutes • put on a life jacket in the water • demonstrate the help/huddle position. 	<p>Have an instructor with Canadian Recreational Canoeing Association Level One Lakewater Canoeing Certification.</p> <p>Provide on-site supervision when students are canoeing.</p> <p>Have access to a vehicle for emergency purposes.</p> <p>Designate a supervisor (e.g., teacher or parent) who is not the “in-charge” person to transport an injured student to hospital.</p> <p>Have at least one supervisor with:</p> <ul style="list-style-type: none"> • National Lifeguard Service Lifeguard certificate, or • Current first aid qualifications, or • St. John Emergency First Aid Certificate, or • Royal Life Saving Society Aquatic Emergency Care Certificate, or • Canadian Ski Patrol First Aid Certificate. <p>Ratio of supervisors to students:</p> <ul style="list-style-type: none"> • Grades 6-9 – 1:10 • Grades 10-12 – 1:15

OUTDOOR EDUCATION

FLAT WATER KAYAKING

Pool – Grades 6-12

Base Camp Kayaking – Grades 6-12

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
GRADES 6-12				
<p>Equipment includes:</p> <ul style="list-style-type: none"> • kayak with adequate flotation in nose and stern to prevent the kayak from filling with water and sinking • kayak paddle. 	<p>Wear correctly fitting and Transport Canada approved P.F.D./life jacket, with whistle attached for open water kayaking.</p> <p>Wear clothing that is appropriate for open water kayaking.</p> <p>Wear sun protection.</p> <p>No jewelry.</p>	<p>Choose water conditions appropriate for the type of kayak being used and the skill level of the group. (Flat water involves paddling on lake water or river where no rapids exist and eddies are very slight).</p>	<p>As a prerequisite for open water kayaking, demonstrate basic competence in:</p> <ul style="list-style-type: none"> • launching kayak • getting in and out • emptying the kayak (beach and dock) • T-rescue • wet exit • forward stroke • back stroke • front sweep • stopping • draw stroke • bracing. <p>Prior to water activities, successfully complete the following swim test:</p> <ul style="list-style-type: none"> • swim 100 m continuously any stroke • tread water for 3 minutes • put on life jacket in water • demonstrate the help/huddle position. <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision by qualified instructor when students are kayaking.</p> <p>Have instructors with a basic kayaking instructor's certification from the Ontario White Water Association, the Canadian Canoeing Association, the American Canoeing Association or the British Union of Sea Kayaking.</p> <p>Have a rescue craft on shore and accessible while students are kayaking on open water.</p> <p>For the purpose of providing first aid coverage, have at least one supervisor with:</p> <ol style="list-style-type: none"> 1) Lifeguard certificate, or 2) Current first aid qualifications such as: <ul style="list-style-type: none"> • St. John Emergency First Aid Certificate, or • Canadian Red Cross Emergency First Aid Certificate, or • Royal Life Saving Society Aquatic Emergency Care Certificate, or • Canadian Ski Patrol First Aid Certificate. <p>Ratio of instructors to students:</p> <ul style="list-style-type: none"> • Grades 6-8 – 1:8 • Grades 9-12 – 1:10

OUTDOOR EDUCATION

LAKE SWIMMING – Grades 4-12

Lake, creek and river swimming are high-risk activities. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct high-risk activities like lake, creek or river swimming require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
GRADES 4-12				
Equipment includes: <ul style="list-style-type: none"> • buoy line • whistle or other signaling device • first aid kit(s) • throw line • reaching assists. 	Wear appropriate swimming attire. Wear sunscreen. No jewelry. Tie back long hair or wear it in a bun.	Use a swimming area that is: <ul style="list-style-type: none"> • clearly marked • free from hazards • roped off with floating devices • of suitable water temperature • reasonably clear. No swimming in fast moving rivers or streams. Prior to trip, check with local authorities to determine whether water is safe for swimming.	Written parental permission for child to be involved in any swimming activity is desirable. Permission note can indicate child's swimming ability (e.g. non-swimmer, capable swimmer). Identify and observe non-swimmers. Follow posted rules and regulations of swimming area. Use a definite counting system at regular intervals (e.g., number students and every 15 minutes blow whistle and have them count off). Use a buddy system. No swimming if there are any indications of bad weather. No swimming after dark. Swimming allowed only in designated area. No distance swims. Position lifeguard so s/he is clearly visible to all swimmers at all times. In an emergency situation, lifeguard is in charge. Have an emergency action plan in place. Inform students of acceptable standards of behaviour in the water. No diving. No flotation devices. Practice an emergency water drill (e.g., assemble on shore with 3 loud whistle blasts). Length of swim depends on skill and age of swimmers, condition of atmosphere, condition of water, time of day. Teach skills in proper progression.	Provide on-site supervision. Have one supervisor with current certification : <ul style="list-style-type: none"> • National Lifeguard Service Lifeguard Certificate • Waterfront option, or • National Lifeguard Service Pool Certificate with two years waterfront experience Provide at least one other adult supervisor in addition to the lifeguard. Have access to a vehicle for emergency purposes. Designate a supervisor (e.g., teacher or parent) who is not the "in charge" supervisor to transport an injured student to hospital. Lifeguard to swimmer ratio: 1:25.

OUTDOOR EDUCATION

ROCK CLIMBING/ROPE & FIXED-FACE CLIMBS

(Top Rope Climbs Only)
Grades 10-12

ROCK CLIMBING is not a recommended activity for students from kindergarten to grade 9 and is a high-risk activity at all grade levels. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct high-risk activities like rock climbing or fixed-face climbs require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>SECONDARY LEVEL</i>				
<p>Wear helmets for rock climbing. Helmets reduce the potential for injury.</p> <p>Use ropes and associated climbing equipment designed specifically for rock climbing.</p> <p>Use ropes that are minimum 11 mm diameter and constructed for rock climbing.</p> <p>Have a first aid kit available on site.</p> <p>Use a mechanical belay system instead of a body belay (e.g., stitch plate, minute hitch, figure 8, carabiner brake).</p>	<p>No loose clothing.</p> <p>No jewelry.</p> <p>Wear sun protection for outdoor climbing.</p>	<p>Use a climbing area appropriate for age and ability levels of the students.</p>	<p>Design an emergency action plan and communicate it to all involved in the program.</p> <p>Clearly outline safety procedures to students.</p> <p>No climbs on slippery and/or wet rocks.</p> <p>Unless tied in, stay clear of the top edge of the rock face.</p> <p>Have access to completed medical forms at all times.</p> <p>Instructor inspects all equipment prior to the climb.</p> <p>No lead climbing or protection placement.</p> <p>Ensure that instructor/leader is familiar with the climbing area.</p> <p>Teach skills in proper progression.</p>	<p>For rock climbing, have an instructor who is a Rock Guide as certified by the Association of Canadian Mountain Guides.</p> <p>For gym climbing, have an instructor who is a Level 2 Instructor as certified by the Association of Canadian Mountain Guides.</p> <p>Have a suitable means of transporting an injured climber available.</p> <p>Supervisor/student ratio: 1:8.</p> <p>Teacher accompanies students to the site and remains on site for the instruction if a person other than the teacher is doing the instructing.</p>

OUTDOOR EDUCATION

SAILING Grades 10-12

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>SECONDARY LEVEL</i>				
<p>Inspect equipment supplied by a local sailing school for defects.</p> <p>Check all personal safety equipment for any defects prior to use.</p>	<p>Wear proper shoes with a non-slip sole.</p> <p>Wear correctly fitting, Transport Canada approved P.F.D./ life jacket with whistle attached at all times on the water.</p> <p>No loose fitting clothing.</p> <p>Wear sun protection.</p> <p>No jewelry.</p>	<p>Use only facilities with designated sailing areas.</p>	<p>Expect students to know and obey acceptable standard of behaviour while in the boats.</p> <p>Clearly outline safety procedures and an emergency action plan to students.</p> <p>Prior to water activities successfully complete the following swim test:</p> <ul style="list-style-type: none"> • swim 100 m continuously any stroke • tread water for 3 minutes • put on a life jacket in the water • demonstrate the help/huddle position. <p>Take weather and water conditions into consideration.</p> <p>Obtain parent permission for participation.</p> <p>Teach basic sailing safety in the classroom before going on the water.</p> <p>Teach skills in proper progression.</p>	<p>Have instructors who are certified instructors (minimum Green Level Ontario Sailing Certificate from the Canadian Yachting Association) instruct the course.</p> <p>Have one motorized safety boat for every 8 sailboats.</p> <p>Teacher is present and accompanies students to and from facility.</p> <p>Provide on-site supervision.</p>

OUTDOOR EDUCATION

WINTER CAMPING

Warm winter camping means heat sources are inside shelters.

Cold winter camping means heat sources are external to shelters.

Grades 10-12

WINTER TENT CAMPING is not a recommended activity for students from kindergarten to grade 9 and is a high-risk activity at all grade levels. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct a high-risk activity like winter camping require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>SECONDARY LEVEL</i>				
Equipment includes: <ul style="list-style-type: none"> • first aid kit • whistle for each student • waterproof matches. • a lightweight camp stove. 	Wear clothing that is appropriate for weather conditions. Use layering principles for clothing. Carry a dry change of clothing for each student. No jewelry. Wear sunscreen while outdoors.	Use facilities/site that is consistent with age and experience of campers.	Instruct students in the prevention and treatment of hypothermia/frostbite. Instruct students in outdoor winter survival techniques. Establish a systematic pattern for group travel and communication. Leave a complete trip itinerary in the school. Obtain parent permission for participation in winter camping.	Have instructor/supervisors with previous winter camping experience. Have at least one supervisor with St. John Emergency First Aid Certificate or equivalent. Supervisor/student ratio: 1:8.

PARACHUTE ACTIVITIES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Check the parachute to ensure that it is in good condition.</p>	<p>Wear suitable clothing and footwear.</p> <p>No jewelry.</p>	<p>Establish a safety procedure.</p> <p>Use a playing area that is free of all obstacles.</p> <p>Clearly define court boundary lines.</p>	<p>No games played where any body part is put through the hole in the chute.</p> <p>Teach proper skill progression before games are introduced.</p>	<p>Provide on-site supervision.</p> <p>Provide constant visual supervision for K-grade 3.</p>

RACQUET SPORTS

RACQUETBALL, PADDLEBALL, HANDBALL, SQUASH

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Wear eye protection. Safety eye goggles reduce the potential for injury.</p> <p>Use racquetball and paddleball racquets that are equipped with a thong that is worn around the wrist.</p> <p>Use balls that are appropriate to the skill level of players (e.g., foam tennis balls or vinyl balls).</p>	<p>Wear suitable clothing and footwear.</p> <p>No jewelry.</p> <p>If playing outdoors, wear sun protection.</p>	<p>Clearly define court boundary lines.</p> <p>In side-by-side court situations, establish safety procedures.</p>	<p>When teaching skills, allow adequate space for each player to make an uninterrupted swing.</p> <p>Teach and enforce the code of etiquette for court play (e.g., not entering a court in use).</p> <p>No more than 4 players on a playing area for handball, paddleball and racquetball.</p> <p>Teach skills in proper progression.</p>	<p>During initial instruction, provide on-site supervision.</p> <p>After instruction, provide in the area supervision.</p>

RACQUET SPORTS

TENNIS, BADMINTON, PICKLEBALL, PADDLE TENNIS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use racquets that have a good grip and are in safe playing condition.</p> <p>Wear eye protection. Safety eye goggles reduce the potential for injury.</p>	<p>Wear suitable clothing and footwear.</p> <p>No jewelry.</p> <p>If playing outdoors, wear sun protection.</p>	<p>Use a playing area that is free from debris and obstructions, and provides safe footing.</p>	<p>When teaching skills, allow adequate space for each student to make a free and uninterrupted swing.</p> <p>Teach and enforce the code of etiquette for court play (e.g., not entering a court being used).</p> <p>Teach skills in proper progression.</p> <p>Modify activities/skills to the age and ability level of the participants.</p>	<p>During initial instruction, provide on-site supervision.</p> <p>After instruction, provide in the area supervision.</p> <p>During equipment set-up, provide on-site supervision.</p>

RUGBY

RUGBY and TACKLE RUGBY are not recommended in-class activities for students from kindergarten to grade 9 and are high-risk activities at all grade levels. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct high-risk activities like rugby or tackle rugby require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>SECONDARY LEVEL</i>				
Use regulation rugby balls or footballs.	No metal cleats. Wear suitable clothing and footwear. No jewelry. Wear sun protection.	Pad goal posts if in field of play. Select a playing area that is free from debris and obstructions, provides suitable footing and is well removed from traffic areas. Bring holes and severely uneven surfaces to the attention of the principal and make students aware of them. Use collapsible, soft pylons or field paint to mark boundaries and lines.	Modify rules to accommodate ability/age/physical development (e.g., non-contact rugby). Permit full contact only if: <ul style="list-style-type: none"> • participation is completely optional • students are free to withdraw from activities they feel unprepared for • students have been physically prepared for contact rugby. Teach skills in proper progression.	Provide on-site supervision.

SCOOPBALL

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use scoops and balls that are in good playing condition (e.g., no cracks and/or chips).</p> <p>Use nets made of plastic or PVC material.</p> <p>Have goalie wear a protective mask.</p>	<p>Wear suitable footwear and clothing.</p> <p>No jewelry.</p>	<p>Choose a playing area that is free of obstructions including tables/chairs and other equipment around the perimeter.</p>	<p>Teach proper skill progression before games are introduced.</p> <p>No intentional contact (e.g., body to body or scoop to body).</p> <p>Stress student responsibility regarding the need for individual space.</p>	<p>Provide on-site supervision.</p>

SCOOTER BOARDS

Activities involving scooter boards are high-risk. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct high-risk activities like those involving scooter boards require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
Use scooter boards that are in good repair (e.g., no cracks, broken edges, or loose wheels).	Wear shoes at all times. No loose, hanging clothing. Tie back long hair or put hair in a bun when lying on scooter. Wear footwear and clothing that promotes unrestricted movement. No jewelry.	Use an area that is free of obstructions including excess equipment around perimeter (e.g., tables, chairs, mats, boxes.). Establish boundaries away from walls or use protective mats to eliminate protrusions (e.g., handles on stage storage).	No standing on scooter boards. Stress to students that scooter boards are not to be used like skateboards. In relay-type activities, allow room for slow-down or run-off area. Teach skills in proper progression. No scooter to scooter intentional contact. In scooter soccer and scooter hockey, no high swings with legs and sticks.	Provide on-site supervision.

SCUBA DIVING

SCUBA DIVING is not a recommended in-class activity for students from kindergarten to grade 9 and is a high-risk activity at all grade levels. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct a high-risk activity like scuba diving require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>SECONDARY LEVEL</i>				
<p>Use certified equipment and have it checked before every class by a certified instructor.</p>	<p>Wear swimsuit, wet suit or T-shirt.</p> <p>No jewelry.</p> <p>If diving outdoors, wear sunscreen.</p>	<p>Don't use backyard pools.</p> <p>Use school or community pools.</p>	<p>Have students' medical information sheets on-site.</p> <p>Teach skills in proper progression.</p>	<p>Have qualified lifeguard on deck.</p> <p>Have instructor with current certification from one of the following:</p> <ul style="list-style-type: none"> • A.C.U.C. The Association of Canadian Underwater Councils, or • N.A.U.I. National Association of Underwater Instructors, or • Professional Association of Diving Instructors. <p>Teacher accompanies students to the pool and remains in the area during instruction.</p> <p>Have certified scuba instructors present in the ratio of one instructor per 20 students.</p> <p>Provide constant visual supervision.</p>

SKATING (ICE)

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Wear a CSA approved helmet. Helmets reduce the potential for injury.</p> <p>Keep a first aid kit available on site. If the school is not bringing a kit to the arena, ensure that the arena manager has a kit available and knows its location.</p>	<p>Clothing/gear includes:</p> <ul style="list-style-type: none"> • properly fitted skates • gloves or mitts. <p>When skating outdoors, dress for weather conditions.</p> <p>No jewelry.</p> <p>If skating outdoors, wear sunscreen on exposed parts of the body.</p>	<p>Before skating on outdoor ponds, determine ice safety with absolute certainty. Contact local authorities for information.</p>	<p>Select activities that are appropriate to the skill level of the students.</p> <p>Teach skills in proper progression.</p> <p>Avoid tag type games, racing and “crack-the-whip”.</p> <p>Provide ice space for beginning skaters separate from accomplished skaters until beginning skaters master basic skills.</p> <p>Make students and parents aware of the need for extra caution and control on the ice including common procedures such as skating in the same direction during a free skate.</p> <p>Inform parents by letter of their child’s involvement in skating and the importance of wearing a helmet and proper hand covering.</p> <p>Discuss recognizing and treating frostbite prior to outdoor skating.</p> <p>Stress skating technique, not speed, in all games, challenges, and drills.</p>	<p>Provide on-site supervision.</p>

SKIING (Alpine) SNOWBOARDING

Alpine skiing and snow-boarding are high-risk activities. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct high-risk activities like alpine skiing or snowboarding require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use only rental equipment that is inspected and issued by a certified technician.</p> <p>Make students supplying their own equipment aware that the equipment must be checked and in good repair.</p>	<p>No long scarves.</p> <p>Tie back or tuck in long hair.</p> <p>Wear clothing adequate for winter out-of-doors activity.</p> <p>No jewelry.</p> <p>Wear sunscreen on exposed parts of the body.</p>	<p>Ski/snowboard only on appropriate areas as identified by a qualified ski instructor.</p> <p>Ski in a commercially operated ski facility.</p> <p>Ski in an area patrolled by members of a recognized ski patrol.</p>	<p>Test and group students appropriately as determined by a qualified ski instructor. Require those identified as needing instruction to participate in an instructional lesson.</p> <p>Teach students the importance of skiing in control at all times. Discourage hot-dogging and jumping.</p> <p>Ensure that students are thoroughly familiar with alpine skiing safety rules (including lift procedures) and the role of the ski patrol.</p> <p>Prior to the excursion, discuss the following:</p> <ul style="list-style-type: none"> • proper clothing • frostbite and hypothermia • sunburn. <p>Inform parents by letter of their child's involvement in skiing and make them aware of the importance of suitable clothing and equipment.</p>	<p>Have access to a vehicle for emergency.</p> <p>Provide on-site supervision.</p> <p>Clearly outline duties of the supervisors.</p> <p>Designate a supervisor (e.g., teacher or parent) who is not the "in-charge" person to transport an injured student to hospital.</p>

SKIPPING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
Use ropes of appropriate length for size and ability of students.	Wear shoes at all times. No jewelry. Wear suitable clothing and footwear.	Use an area that is free from obstructions to enable safe movement. Provide adequate personal space.	Teach skills in proper progression.	Provide in the area supervision.

SNORKELING

SNORKELING is not a recommended in-class activity for students from kindergarten to grade 9 and is a high-risk activity at all grade levels. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct a high-risk activity like snorkeling require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>SECONDARY LEVEL</i>				
Use certified equipment.	Wear swimsuits. If snorkeling outdoors, wear sun protection. No jewelry.	Use a school or community swimming pool. Don't use backyard pools for class instruction.	Familiarize students with emergency procedures relating to the pool facility. Teach skills in proper progression.	Have a qualified lifeguard on deck at all times. Teacher accompanies students to the pool and remains in the area during instruction. The ratio of qualified instructors to students: 1:20. Have an instructor with one of the following certifications: <ul style="list-style-type: none"> • A.C.U.C. The Association of Canadian Underwater Councils, or • A.C.U.C. Snorkeling Instructor's Program, or • N.A.U.I. National Association of Underwater Instructors, or • P.A.D.I. Professional Association of Diving Instructors. Provide constant visual supervision.

SOCCER

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Secure moveable heavy wood and metal outdoor nets to the ground.</p> <p>If using a moveable outdoor soccer goal, select one that is counter-balanced in order to reduce the potential for tipping.</p> <p>Inspect nets regularly.</p> <p>Use nerf balls or indoor soccer balls for indoor soccer.</p> <p>Use indoor nets made of plastic.</p>	<p>No metal or molded cleats.</p> <p>Wear suitable footwear and clothing.</p> <p>Wear shin guards for additional protection.</p> <p>Wear sun protection.</p> <p>No jewelry.</p>	<p>Inspect outdoor playing area regularly for debris and obstructions.</p> <p>Use an area that provides suitable footing and is well away from traffic.</p> <p>Report holes and severely uneven surfaces to the principal and make students aware of them.</p> <p>Identify a goal crease.</p> <p>Use collapsible, soft pylons or field paint to mark boundaries and lines.</p>	<p>No tackling.</p> <p>Teach skills in proper progression.</p> <p>Limit the amount of time spent on heading drills.</p> <p>Insist that students must never climb on moveable outdoor goals.</p> <p>Instruct students in the safe handling of and potential dangers associated with moveable outdoor goals.</p>	<p>Provide on-site supervision.</p>

SOFTBALL REGULATION

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use bats that are uncracked with an adequate grip.</p> <p>Ensure that back catcher wears a mask and a helmet.</p> <p>Require batters and base runners to wear helmets.</p> <p>Require umpire to wear a mask.</p> <p>Suggest that umpire wears shin guards and a chest protector for added protection.</p> <p>Have fielders wear gloves.</p>	<p>Wear suitable footwear and clothing.</p> <p>Wear sun protection.</p> <p>No jewelry.</p>	<p>Inspect the field for hazards: holes, glass, rocks, and slippery, muddy spots.</p> <p>Use a playing field that is away from open roadways so that players don't run into traffic.</p> <p>Report holes and severely uneven surfaces to the principal and make students aware of them.</p> <p>If more than one activity is going on, insure that a safe distance exists between the activities.</p>	<p>Teach skills in proper progression.</p> <p>Teach players to lay down or drop the bat after hitting, not release it during the follow through of the swing.</p> <p>Require non-fielding players to stand well back (10 m or more) of the batter's box or behind a screen or fence. (Keep fingers away from the screen.)</p> <p>Have umpires stand behind the pitcher or outside the baselines.</p>	<p>Provide on-site supervision.</p>

SOFTBALL

SLOW PITCH

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use bats that are uncracked with an adequate grip.</p> <p>Ensure that catcher wears a helmet and mask.</p> <p>Require umpire to wear a mask.</p> <p>Use regulation slow pitch ball.</p>	<p>Wear suitable footwear and clothing.</p> <p>No metal or molded cleats.</p> <p>Wear sun protection.</p> <p>No jewelry.</p>	<p>Inspect the field for hazards: holes, glass, rocks, and slippery, muddy spots.</p> <p>Use a playing field that is away from open roadways so that players don't run into traffic.</p> <p>Report holes and severely uneven surfaces to the principal and make students aware of them.</p> <p>If more than one activity is going on, ensure that a safe distance exists between the activities.</p>	<p>Teach skills in proper progression.</p> <p>Teach players to lay down or drop the bat after hitting, not release it during the follow through of the swing.</p> <p>Ensure that non-fielding players stand well back (10 m or more) of the batter's box or behind a screen or fence. (Keep fingers away from the screen.)</p> <p>Have umpires stand behind the pitcher or outside the baselines.</p>	<p>Provide on-site supervision.</p>

SYNCHRO SWIMMING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
Use electrical equipment that is properly grounded (GFI).	No jewelry. Clothing/gear includes: <ul style="list-style-type: none"> • swimsuits • bathing caps • nose plugs. If swimming outdoors, wear sunscreen.	Use school or community pools. Don't use backyard pools.	Outline emergency procedures to the students prior to entering the water. Inform swim instructor of any child having history of diabetes, asthma, heart condition, convulsions, epilepsy, frequent ear infections or any medical problems that may affect the child's safety in the water. Teach skills in proper progression.	Teacher accompanies the students to the pool and stays on deck. Ratio of qualified instructors to students: 1:25. Have instructor with current certification. Provide on-site supervision.

TABLE TENNIS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use regulation size table tennis paddles and balls.</p> <p>Check tables and paddles to be sure they are in good condition.</p>	<p>Wear suitable clothing and footwear.</p> <p>No jewelry.</p>	<p>Set up tables so that students can move around them.</p> <p>Play where floor surfaces are smooth, level and dry.</p> <p>Play in an area that is free of all obstacles.</p>	<p>Teach skills in proper progression.</p> <p>Establish a careful routine for set-up and dismantling of tables with direct teacher supervision.</p>	<p>Provide on-site supervision during set-up and dismantling of tables.</p> <p>Provide in the area supervision during play.</p>

TEAM HANDBALL

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use indoor nets that are padded or made of plastic.</p> <p>Use a nerf ball, soft utility ball, soft volleyball or team handball.</p>	<p>Wear suitable clothing and footwear.</p> <p>No jewelry.</p> <p>If playing outdoors, wear sun protection.</p>	<p>Play in an area that is free from debris and obstructions and provides safe footing.</p>	<p>No body contact.</p> <p>Modify activities and rules to suit the age and ability of students and the facilities/equipment available.</p> <p>Clearly identify a crease area if using a goalie (e.g., full key area).</p> <p>Allow only the goaltender in the crease area.</p> <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision.</p>

TETHERBALL

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use a tetherball that is in good repair, with properly working connections at ball and at pole.</p> <p>Use a rope that is in good repair and not excessively frayed.</p> <p>Check pole periodically. Repair a pole with a severe lean or one that is loose at the base.</p>	<p>Wear suitable footwear and clothing that permits unrestricted movement.</p> <p>No jewelry.</p> <p>If playing outdoors, wear sun protection.</p>	<p>Place tetherball poles in areas away from traffic and away from areas where other games are played.</p>	<p>Instruct children in skills and rules before the game is played.</p> <p>Teach skills in proper progression.</p> <p>No tetherball games in slippery, wet conditions.</p>	<p>Provide in the area supervision.</p> <p>Require that tetherball be set up by an adult or a student under adult supervision.</p>

TRACK AND FIELD

DISCUS

DISCUS is not a recommended in-class activity for students from kindergarten to grade 9 and is a high-risk activity at all grade levels. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct a high-risk activity like discus require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>SECONDARY LEVEL</i>				
<p>Use a discus that is of a size appropriate for the age, gender and physical maturity of the student.</p> <p>Use a discus that is free of cracks, chips and other damage. Check the discus regularly for damage.</p> <p>Provide protective screening around the throwing area. (A baseball screen may provide suitable protection.)</p>	<p>Wear suitable clothing and footwear.</p> <p>No jewelry.</p> <p>Wear sun protection.</p>	<p>Use a landing area that is well marked and free of people during the activity.</p> <p>Choose a throwing area that is free of obstacles and completely closed to traffic. (No other activity in the area where discus is taking place.)</p> <p>Ensure that the discus circle area provides safe footing.</p>	<p>Require instructor and students not throwing to be behind thrower (behind a screen).</p> <p>Teach skills in proper progression.</p> <p>Establish safe throwing and retrieving procedures.</p> <p>Instruct students in safety prior to teaching and practice.</p> <p>Establish precautions to ensure the safety of all students before any activity with the discus begins.</p>	<p>Provide constant visual supervision.</p>

TRACK AND FIELD

HIGH JUMP

Grades 4-12

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
GRADES 4-12				
<p>Use a landing area that is appropriate for the age, size and skill level of the students. The minimum mat size is a single 1.5 m x 3 m x 50 cm (5' x 10' x 20") mat.</p> <p>Wet rope or elastic may be used rather than a crossbar.</p> <p>Check poles for cracks regularly.</p> <p>Check pits regularly for damage.</p> <p>Place standard utility mats around the landing surface with no gaps.</p> <p>No metal crossbars.</p>	<p>Wear suitable clothing and footwear.</p> <p>No jewelry.</p> <p>If jumping outdoors, wear sun protection.</p>	<p>For both indoor and outdoor jumping, design area so that approach area is clear, smooth, dry and traffic-free.</p> <p>Indoor jumping only when the floor provides a non-slip surface.</p>	<p>Require student bar monitors to stay in front and to the side of standards at all times.</p> <p>Stress progressions and technique rather than competition.</p> <p>Stress a short, controlled approach (between 3 and 9 steps).</p> <p>If student is using "flop style", encourage take-off closer to the nearest upright on approach.</p> <p>Ensure that landing mats and velcro mats are firmly secured and do not slide when jumper lands.</p> <p>Teach skills in proper progression.</p>	<p>Provide constant visual supervision.</p>

TRACK AND FIELD

HURDLES

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
Use “scissor” hurdles, light hurdles or loose crossbars for classroom instruction.	No track spikes. Wear suitable gym clothing and footwear. No jewelry. If hurdling outdoors, wear sun protection.	Use an appropriate area that provides a flat, clear surface.	Instruct students on how to set up equipment properly. Modify heights and distances to accommodate different ability levels. Teach skills in proper progression.	Provide on-site supervision.

TRACK AND FIELD

JAVELIN

JAVELIN is not a recommended in-class activity for students from kindergarten to grade 9 and is a high-risk activity at all grade levels. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct a high-risk activity like javelin require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
Have inexperienced students use a blunted javelin or a substitute javelin such as a hockey stick minus the blade.	Wear appropriate clothing and footwear. No jewelry. Wear sun protection.	Use a runway that is smooth and flat. Use a throwing area that is free of obstacles and completely free of traffic. No other activity in the area where the javelin is being thrown.	Teach students to lead and throw with the elbow to avoid elbow injuries. Enforce the “all throw” and “all retrieve” rule when more than one student is participating. Have spectators and non-competing athletes remain behind the throwing area. Teach skills in proper progression.	Provide constant visual supervision.

TRACK AND FIELD

POLE VAULT

**POLE VAULT is not a recommended in-class activity for either elementary or secondary students.
Schools are encouraged to consider alternative program options to replace high-risk activities.
Teachers who wish to instruct a high-risk activity like pole vault require written permission from the board of education.**

TRACK AND FIELD

SHOT PUT Grades 6-12

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>GRADES 6-12</i>				
<p>Use only shots designed for indoor activity in the indoor program.</p> <p>Use equipment of appropriate size and weight for age and strength of student.</p>	<p>Wear suitable footwear and clothing.</p> <p>No jewelry.</p> <p>Wear sun protection.</p>	<p>Use a landing area that is well marked and free of people during activity.</p> <p>Use a putting area that is safe underfoot.</p>	<p>Establish safe routines for putting and retrieving of shots.</p> <p>Have only one specified putting direction, completely free from traffic.</p> <p>Teach skills in proper progression.</p> <p>Transport all shots safely to and from throwing area.</p> <p>Use only standing shot-put technique (no spin).</p>	<p>Provide constant visual supervision.</p>

TRACK AND FIELD

TRACK EVENTS

SPRINTS, 400 m, 800 m, 1500 m, 3000 m, RELAYS

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use plastic or aluminum relay batons.</p>	<p>Wear suitable footwear and clothing.</p> <p>No spikes of any kind.</p> <p>Wear shoes.</p> <p>Wear sun protection.</p> <p>No jewelry.</p>	<p>Use outdoor areas that are designated for running, clearly marked, away from other activities, checked for hazards, and that provide safe footing.</p> <p>Inspect all tracks annually and maintain as necessary.</p>	<p>Teach the skills associated with running in a progression of developmental steps.</p> <p>Include proper warm-ups and cool-downs in all in-class sessions.</p> <p>For indoor sprinting in hallways:</p> <ul style="list-style-type: none"> • no running where there are glass doors or showcases • position a safety barrier in front of doors • put pylons at stop points. <p>For distance running, modify length of run so it is appropriate to the age and ability level of the participant.</p> <p>Take into account:</p> <ul style="list-style-type: none"> • temperature of the day • previous training and length of preparation. <p>Teach skills in proper progression.</p>	<p>Provide on-site supervision for sprints and relays.</p> <p>Provide in the area supervision for middle distance (400 m, 800 m and 1500 m) events.</p> <p>When running above distances, students may be temporarily out of sight. Thus, running in pairs or groups is advised.</p>

TRACK AND FIELD

TRIPLE JUMP, LONG JUMP

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
Equipment includes: <ul style="list-style-type: none"> • sand pit • rake • shovel or spade. 	No spikes of any kind. Wear suitable clothing and footwear. Wear shoes. No jewelry. If jumping outdoors, wear sun protection.	Use a pit filled with sand. Ensure that landing area is soft with plenty of sand and no foreign objects. Use a blacktop takeoff area that is firm and flat. Dig pit at least once a season. Locate pits so they are removed from high traffic areas and away from other activity sites (e.g., ball diamonds).	No jumping when there are slippery conditions. Teach skills in proper progression. Train students to be rakers. As part of training, include rules such as: <ul style="list-style-type: none"> • remove rake before next competitor begins approach • begin raking after competitor is out of pit • rake sand into the middle of the pit rather than out to the sides. 	Provide constant visual supervision during initial lessons. Provide on-site supervision after skills have been taught.

VOLLEYBALL

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Store poles so that there is no danger of them falling onto anyone.</p> <p>Use nets that are free of exposed wires along top or frayed wires along poles.</p> <p>Use ball appropriate for age and ability of students.</p>	<p>No jewelry.</p> <p>Wear suitable footwear and clothing.</p> <p>If playing outdoors, wear sun protection.</p>	<p>Use a playing surface that provides good traction.</p> <p>Use outdoor volleyball courts that provide safe footing.</p> <p>Use a gym that is free of hazards (e.g., equipment and furniture in corners/on sidelines).</p> <p>Require students who are attaching net to pole to stand on chair or ladder.</p>	<p>Replace floor plugs when volleyball poles are removed.</p> <p>Teach skills in proper progression.</p> <p>Organize drills so as to minimize the risk of being hit with an errant ball.</p> <p>Modify activities/rules to the age and ability level of participants.</p>	<p>Provide on-site supervision of activity.</p> <p>If students are involved in setting up and putting away volleyball poles, provide constant visual supervision.</p>

WATERPOLO

WATERPOLO is not a recommended in-class activity for students from kindergarten to grade 9 and is a high-risk activity at all grade levels. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct a high-risk activity like waterpolo require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>SECONDARY LEVEL</i>				
	Wear appropriate swimming attire. No jewelry. Tie hair back or wear it in a bun. If playing outdoors, wear sunscreen.	Use a school or community swimming pool. Don't use backyard pools for class instruction.	Inform swim instructor of any students having any medical problems that may affect the student's safety in the water. Require students to meet a minimum swimming standard (e.g., swim 100 m any stroke and tread water for 3 minutes). Trim fingernails closely. Modify rules to accommodate age and ability of participants. Teach skills in proper progression.	Have a certified lifeguard on duty at all times. Provide constant visual supervision.

WEIGHT TRAINING

WEIGHT TRAINING is not a recommended in-class activity for students from kindergarten to grade 6 and is high risk for students at these grade levels. Schools are encouraged to consider alternative program options to replace high-risk activities. Teachers who wish to instruct a high-risk activity like weight training for K-6 students require written permission from the board of education.

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>GRADES 7-12</i>				
Inspect all equipment regularly and repair as necessary.	Wear suitable clothing and footwear. No jewelry.	Secure weights in a secure storage area that can be locked when it is not in use.	Instruct all students in proper lifting techniques and safety procedures. Use a buddy system when lifting free weights over body. Secure free weight plates in place before using. Individualize all programs. Teach skills in proper progression.	Provide in the area supervision for use of weight machines and free weights, following instruction on safe use.

WRESTLING

EQUIPMENT	CLOTHING/ FOOTWEAR	FACILITIES	SPECIAL RULES/ INSTRUCTION	SUPERVISION
<i>ALL GRADES</i>				
<p>Use 5.1 cm (2") mats with velcro sides.</p>	<p>No jewelry.</p> <p>Wear suitable clothing.</p> <p>No glasses.</p>	<p>Check mat surfaces regularly for irregularities.</p>	<p>During warm-up activities emphasize conditioning and flexibility.</p> <p>Teach skills in proper progression.</p> <p>Keep fingernails closely trimmed.</p> <p>Match participants of similar weight, strength and gender.</p> <p>Ensure that area surrounding the mats is free of obstructions/hazards.</p> <p>Provide suitable distance between the edge of wrestling area and surrounding walls.</p> <p>Encourage "down" wrestling for beginner wrestlers.</p> <p>Outline rules and illegal moves.</p> <p>Permit students to be referees only under the direct supervision of the instructor.</p>	<p>Provide on-site supervision.</p>

Appendix B: Sample Gymnasium Facilities Safety Report

SITE NAME: _____

Inspection date: _____ Time: _____ Inspected by: _____

INSPECT FOR:	MEETS SAFE STANDARDS		COMMENT/FOLLOW UP ACTION
	YES	NO	
GYMNASIUM SPACE • free of “stored” furniture/boxes/equipment along perimeter walls and corners			
FLOORS • clean and dry			
• provide for safe foot traction			
• clear of objects which may cause tripping/slipping			
• floor sockets covered and flush with floor			
• floor plates secure in floor, hooks and plates in good condition and flush with floor			
ENTRANCES/EXITS • free of obstructions			
• no door knobs, protruding handles on gym side of door			
• doors open away from gym area			
• exit lights/signs working			
• area near doors well lit			
STAIRS • clear of obstacles			
• stair treads in good condition			
• railings secure			
• treads and railings free of protruding nails, cracks or splinters			
CEILING • tiles and meshings on lights secure			
WALLS • all outlets, switches, registers, etc. flush with wall surface			
• free of protruding hooks, nails, etc.			

Appendix B: Sample Gymnasium Facilities Safety Report (continued)

INSPECT FOR:	MEETS SAFE STANDARDS		COMMENT/FOLLOW UP ACTION
	YES	NO	
BASKETBALL BACKSTOP			
• backboards in good condition			
• cable and attachments from backboard to wall secure			
• rims secure and straight			
• velcro strips on walls behind backboards in good condition to hold mats			
• winch not located directly below a wall mounted backboard			
CHINNING BARS			
• securely attached to wall			
• adjustable parts in good condition			
PEG BOARDS			
• securely attached to wall			
• peg holes and pegs in good condition			
STORAGE ROOM			
• floor clean			
• centre area clear of equipment			
• equipment stored on designated shelves			
• volleyball poles secured to wall when stored standing up (to prevent falling)			
EMERGENCY EQUIPMENT			
• first aid kit fully stocked and accessible			
• emergency numbers posted			
• access to phone/office via P.A. system			
IMMOVABLE OBSTRUCTIONS			
• stages, water fountains, etc. padded and/or removed from play area			
• a “stop” line established with pylons			
BENCHES			
• top and supports free from cracks and splinters			
• bolts and screws secure			
OTHER			

Appendix C: Sample Outside Facilities Safety Report

SITE NAME: _____

Inspection date: _____ Time: _____ Inspected by: _____

INSPECT FOR:	MEETS SAFE STANDARDS		COMMENT/FOLLOW UP ACTION
	YES	NO	
WALKING AND PLAYING SURFACES			
• asphalt areas – level and free of holes/broken asphalt			
• grass and dirt areas – free of holes/ruts			
• clear of broken glass, cans, rocks, animal feces, etc.			
• free of drainage problems			
• clear of hazards that might cause tripping (exposed footings, roots or other environmental obstacles)			
STAIRS			
• clear of obstacles			
• stair treads in good condition			
• railings secure			
• treads and railings free of protruding nails, cracks or splinters			
BEEES' NESTS			
• free of nests			
METAL FENCING			
• clips and attachments safely secure			
• fencing tight and secure to frame			
• no holes in fence or between ground and fence			
• anchors to ground stable, in good condition and safely covered			
• posts corrosion free			
BENCHES/BLEACHERS			
• free of protruding nails, splinters, cracked or rotted wood			
• anchors to ground in good condition and safely covered			

Appendix C: Sample Outside Facilities Safety Report (continued)

INSPECT FOR:	MEETS SAFE STANDARDS		COMMENT/FOLLOW UP ACTION
	YES	NO	
SOFTBALL BACKSTOP			
• fencing clips and attachments safely secure			
• fencing tight and secure to frame			
• no holes in fence or between ground and fence			
• anchors to ground stable, in good condition and safely covered			
• posts corrosion free			
SOFTBALL PLAYING SURFACE			
• level ground with good drainage			
• free of holes/ruts/trash/animal feces			
SOCCER GOALS			
• framework free from protruding hooks			
• anchors to ground stable, in good condition and safely covered			
• posts corrosion free			
SOCCER PLAYING SURFACE			
• level ground with good drainage			
• free of holes/ruts/trash/animal feces			
BASKETBALL BACKSTOPS			
• backboards in good condition			
• rims secure and straight			
• pole anchors stable, in good condition and safely covered			
• poles corrosion free			
BASKETBALL PLAYING SURFACE			
• level playing surface			
• free of holes/ruts/trash/animal feces			
POTENTIAL HAZARDS ON SCHOOL YARD			
• no trees, exposed roots, posts, streams and other environmental hazards			
• hazards identified to all staff and students			
• warning signs and barriers erected where needed			
• rules for safe play around hazards are communicated to all students			
OTHER			

Appendix D: Sample Activity Room Safety Guidelines

An activity room is a non-gymnasium that is used for physical activities.

Examples of activity rooms include church or community halls, empty classrooms, multipurpose rooms, and school basements.

When using an activity room for physical education instruction, implement the following recommendations:

- 1) An activity room is best suited for activities which have a controlled amount of activity (e.g., aerobics, mat work, fitness stations, skipping, wrestling, dance, bean bag activities, and chair activities). Avoid ball throwing for distance, dodgeball-type games, and games which are “action packed” and require students to run from one end of the room to another (e.g., tag, soccer, floor hockey).
- 2) Implement a “no body contact” rule.
- 3) There should be only one physical education class in the activity room at any one time.
- 4) If the activity room is an open area, student traffic should go around, not through the class.
- 5) Structure drills to provide as much organization as possible.
- 6) Caution students not to throw objects against the ceiling, thereby knocking down tiles, dust and lights.
- 7) Try to keep activity away from drinking fountains, stage steps, and trophy cases. Centre all activities to allow for a “safety zone” at least one metre around the perimeter of the room. Mark out the activity area with cones or pylons.
- 8) Take precautions to ensure that doors are not opened into the activity area.
- 9) Do not allow students to participate in activities while the teacher goes to the gym or to a storage area to get equipment.
- 10) Check to ensure that the floor surface is not slippery from water or dirt and that equipment/furniture is not in the way of activity.

Appendix E: Sample Gymnasium Equipment Safety Report

SITE NAME: _____

Inspection date: _____ Time: _____ Inspected by: _____

INSPECT FOR:	MEETS SAFE STANDARDS		COMMENT/FOLLOW UP ACTION
	YES	NO	
VOLLEYBALL POSTS			
• hooks, pulleys and ratchet in good condition			
• poles secured to wall when stored standing up (to prevent falling)			
VOLLEYBALL NET			
• free of exposed wires along top and frayed wires along poles			
• free of tears/holes			
BADMINTON			
• rackets useable, no splinters			
HIGH JUMP			
• standards, base attachments and uprights in good condition			
• portable pit cover free of tears			
• portable pit foam in good condition			
• crossbars taped and free of cracks/splinters			
MATS			
• tiles and meshings on lights secure			
• foam in good condition			
• velcro fasteners continue to stick			
SCOOTER BOARDS			
• wheels secure			
• free of cracks, broken edges			

Appendix E: Sample Gymnasium Equipment Safety Report (continued)

INSPECT FOR:	MEETS SAFE STANDARDS		COMMENT/FOLLOW UP ACTION
	YES	NO	
BALL CARRIERS			
• casters working well			
• no sharp edges			
SOFTBALL			
• wooden bats uncracked with a good grip			
GYMNASTICS – VAULTING BOX (BOX HORSE)			
• pad and cover free from tears and wearing			
• sufficient padding to absorb impact			
• inner post solid			
• free of cracks/splinters			
• nuts/bolts/screws tight			
BEAT BOARD			
• free of splinters			
• springs in good condition			
• floor protection pads in good condition			
HOOPS			
• no cracks/bends			
BALL HOCKEY/FLOOR HOCKEY			
• goals – welds and frames in good condition			
• wooden floor hockey sticks free of splinters			
• plastic ball hockey sticks free of cracks or broken edges/ends			
• blades of sticks secure to shaft			
OTHER			
•			
•			
•			
•			
•			

Appendix F: First Aid Kit

A first aid kit should be located in each area of the school where there is potential for injury. For example, it would be appropriate to have a first aid kit in the gym, the industrial arts lab and the science lab. When students are participating in activities away from the school, a first aid kit should be placed in an easily accessible location. For sports such as cross-country running or skiing, which take students away from a central location, it may be appropriate for the teacher/instructor to carry basic first aid items in a waist pack.

There is no single recommended list for the contents of a first aid kit. It depends entirely on the type of activity (and thus the type of injuries that might occur) and the skill and knowledge of the people who will be using the kit. For example, there is little point in including tape in a first aid kit if no one in the school knows how to tape sprains and pulled muscles.

The Sports Medicine Council of Saskatchewan sells four different first aid kits (small to deluxe) ranging in price from about \$30 to about \$250. It is easier and less expensive to purchase these prepared kits than to try to assemble a kit by purchasing individual components from a drugstore. These kits can be purchased from:

Sports Medicine Council of Saskatchewan
1860 Lorne Street
Regina, SK S4P 2L7
Phone: (306) 780-9208 or 780-9446
Fax: (306) 780-9416

In addition to selling prepackaged kits, the Sports Medicine Council also provides lists for the recommended contents of taping kits and sideline waist packs.

In general, every gym should be equipped with the following:

- basic first aid items (appropriate to the activity and the first aid skill of the instructor)
- blankets
- emergency phone numbers – taped inside the first aid kit and on the wall by the phone
- readily accessible supply of latex gloves
- outline of accident response plan – taped on wall
- accident/injury report forms

Every first aid kit must be kept fully stocked. One person should be assigned responsibility for checking the contents of the physical education first aid kits regularly (every week) and replenishing the supplies that are used up.

Appendix G: Sample Medical Information Form

MEDICAL INFORMATION FOR PARTICIPATION IN PHYSICAL EDUCATION

(School Name)

Dear Parent/Guardian:

Vigorous physical activity is essential for normal, healthy growth and development. Growing bones and muscles require not only good nutrition, but also the stimulation of vigorous physical activity. Active participation in games, fitness activities, dance, gymnastics and outdoor activities provides opportunities for students to gain the confidence necessary to pursue a physically active lifestyle. Physical education programs allow students to experience the fitness feeling and to help them understand and make decisions regarding personal fitness and the value of physical activity in their daily lives.

Occasionally activities such as cross-country-running and skating will take students off the school grounds and into the immediate community. These are important components of the physical education program and direct supervision will be provided. When activities such as downhill skiing involve bus trips, a parent consent form will be sent home with students.

The potential for injury exists in every athletic activity and is greater in some activities than in others. Injuries may range from minor sprains and strains to more serious injuries. The safety and well-being of students is a prime concern and attempts are made to manage, as effectively as possible, the foreseeable risks inherent in physical activity.

It is important that your child participate safely and comfortably in the physical education program. In your child's best interests we recommend the following:

- an annual medical examination.
- appropriate clothing for safe participation (T-shirt, shorts or track pants and running shoes). Students must not wear jewelry or chew gum during physical activity.
- a headband and/or glasses with shatterproof glass if your child wears glasses which cannot be removed during physical education classes.
- sun protection for all outdoor activities. Sun protection includes sunscreen, sunglasses, a hat and appropriate protective clothing.
- safety inspection at home of any equipment brought to school for class use (e.g., skis, skates, helmets).

Appendix G: Sample Medical Information Form (continued)

Please complete the form attached and have your child return it to his/her teacher.

MEDICAL INFORMATION FORM

Name of Student: _____

Course: _____

Teacher: _____

1. Please indicate if your child has been subject to any of the following and provide pertinent details: epilepsy, diabetes, orthopaedic problems, heart disorders, asthma, allergies:

head or back conditions or injuries (in the past two years):

arthritis or rheumatism; chronic nosebleeds; dizziness; fainting; headaches; dislocated shoulder; hernia; swollen, hyper-mobile or painful joints; trick or lock knee:

2. What medication(s) should your child have on hand during sports activities?

Please note that medicine is dispensed in accordance with board of education policy. Contact the school principal for more information.

3. Does your child wear a medic alert bracelet, neck chain or carry a medic alert card?

Yes _____ No _____

If yes, please specify what is written on it:

4. Please describe any other relevant medical conditions that will limit your child's full participation in sports activities.

5. Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Appendix H: Sample Accident Response Plan

There is the potential for injury in all physical activities. Therefore, it is important to have an emergency action plan. The key to any emergency action plan is getting professional care to the student as quickly as possible.

Know the following information:

- 1) Location and means of access to a first aid kit.
- 2) Location of a telephone.
- 3) Telephone number of ambulance and hospital.
- 4) Directions and best access routes to hospital.
- 5) Location of vehicles on the school site which could be used to transport students to hospital.

When an injury occurs:

- 1) Take control and assess the situation.
- 2) Remember the basic first aid rule:
Do not move the injured student. If student cannot start a movement by himself/herself, do not move the body part for him/her.
- 3) Tell bystanders to leave the injured student alone.
- 4) Leave the student's equipment in place.
- 5) Evaluate the injury. Once you have assessed the severity of the injury, decide whether further assistance is required.
- 6) If an ambulance is not needed, decide how to remove the injured student from the playing surface.
- 7) If an ambulance is required:
 - a) Request assistance from another person (teacher/administrator/parent)

- b) Have the second person call an ambulance and give the following information:
 - state that it is a medical emergency
 - state what the emergency is
 - give the exact location and the name of the closest cross streets
 - c) give the telephone number from which you are calling.
 - d) After the other person has called the ambulance, he/she should report back to the person in charge, confirm the call and give the estimated time that the ambulance will arrive
 - e) Have someone go to the entrance and wait for the ambulance.
- 8) Once the ambulance has been called, observe the injured person carefully for any change in condition, and try to reassure the injured student until professional help arrives.
 - 9) Do not move the injured person unnecessarily.
 - 10) Do not give the injured person food or drink.
 - 11) Stay calm. Keep an even tone in your voice.
 - 12) When ambulance attendants arrive, tell them what happened, how it happened and what you have done. If possible, inform the ambulance attendants about any medical problems or past injuries that the injured person may have experienced.
 - 13) Accompany the injured person to the hospital to help reassure him or her and to give the relevant medical history and injury circumstances to the physician.
 - 14) If the injured person is a student, contact the parents/guardians as soon as possible after injury.
 - 15) Complete an accident report and file it with appropriate school board official and school administrator.

For after school and outdoor activities, have access to a cellular phone.

Appendix I: Sample Accident/Injury Report Form

Marsh & McLennan

MARSH & McLENNAN (SASK.) LTD.
 SUITE 205 2222 13TH AVENUE
 REGINA, SK S4P 3M7

Phone No. (306) 525-5120
 FAX No. (306) 352-9633

SASKATCHEWAN SCHOOL TRUSTEES ASSOCIATION
 400 2222 13th AVENUE
 REGINA, SK S4P 3M7

Phone No. (306) 569-0750
 FAX No. (306) 352-9633

SCHOOL/COLLEGE/INSTITUTE INCIDENT REPORT FORM FOR INSURANCE PURPOSES

1. GENERAL

Name/Number of School or Name and Location of College/Institute Facility: _____

Name of School Division: _____

Date of Incident (M/D/Y) _____ Time _____ : _____ a.m./p.m. Telephone # _____

Description of how incident occurred: _____

WITNESSES:

(1) Name: _____

Teacher/Instructor/Other: _____

Witness Activity at time: _____

(2) Name: _____

Teacher/Instructor/Other: _____

Witness Activity at time: _____

Location of Incident:

- L01 () Basement
- L02 () Cafeteria/Lunchroom
- L03 () Classroom
- L04 () Shops/Lab/Kitchen
- L05 () Doors/Entrance Areas
- L06 () Dormitories
- L07 () Gymnasium/Auditorium
- L08 () Hallways/Lockers
- L09 () Library/Office/Lounge/Study Room
- L10 () Park/Grounds
- L11 () Parking Lot

- L12 () Playing Fields
- L13 () Playground Equipment
- L14 () Pool
- L15 () Rink
- L16 () Sidewalks/Roads off Facility Property
- L17 () Stairs within Building
- L18 () Stairs/Sidewalks within Grounds
- L19 () Washrooms/Changing Rooms/Showers
- L20 () Other (Please Explain) _____

2. COMPLETE THE APPROPRIATE SECTION

For Bodily Injury/Other Party Damage complete Section "A"

For Loss or Damage to Facility and/or Contents complete Section "B"

SECTION A

Name of Person Involved _____ Age: _____ M/F: _____
 Address: _____ Postal Code: _____ Grade/Year/Night School: _____
 (Schools Only)
 Student/Visitor/Other: (Explain) _____
 Division/Program: _____
 Parent/Guardian/Emergency Contact: _____ Notified? (Y/N) _____
 How? _____
 Telephone # _____
 Parent/Guardian/Emergency Contact Instructions: _____

 Emergency Treatment: (Y/N) _____ What? _____ By Whom? _____
 Advised to seek medical treatment: (Y/N) _____ Hospitalized? (Y/N) _____ Where? _____
 How transported? _____

Nature of Injury/Damage: N01 () Bruise/Abrasion/Swelling N02 () Burn N03 () Concussion (Suspected) N04 () Crushed N05 () Dental Damage N06 () Dislocation N07 () Fatality/Death N08 () Fracture N09 () Imbedded Object	N10 () No Information N11 () Nosebleed N12 () Open Wound/Laceration N13 () Sprain/Strain (Suspected) N14 () Winded N15 () Property Damage/Other Party N16 () Bites/Stings N17 () Other ☹ (Please Explain) _____	Body Area: B01 () Arms/Shoulder/Elbow B02 () Chest/Abdomen/Pelvis B03 () Eyes B04 () Face B05 () Feet/Toes B06 () Fingers/Hands/Wrists B07 () Head/Forehead	B08 () Legs/Knees/Ankles B09 () Multiple Areas B10 () Neck B11 () No Information B12 () Spine/Back B13 () Teeth/Mouth B14 () Other ☹ (Please Explain) _____
---	--	--	--

Cause of Injury or Damage: C01 () Assault ☹ No Weapon C02 () Assault with Weapon C03 () Choking/Suffocation C04 () Drowning C05 () Exposure to Flame/ Electricity or Hot Caustic Substance C06 () Fall at Same Height C07 () Fall from Different Height C08 () Fatigue/Over Exertion C09 () Foreign Body	C10 () Horseplay C11 () Maintenance Activity C12 () Motor Vehicle Accident C13 () Poison/Allergic Reaction C14 () School Bus Accident C15 () Sports Injury C16 () Struck Against Person C17 () Struck/Crushed By/Against Object C18 () Other – (Please Explain) _____	Activity at Time of Incident: A01 () Academic Classroom A02 () Between Classes A03 () Extra-Curricular (i.e. Club) A04 () Out-of-Class Field Trip A05 () Recess/Pre- or Post-Class/Noon Hour	A06 () Sports Event A07 () Sports-Related Class A08 () Travel to or from Facility A09 () Unorganized Sports A10 () Work Placement A11 () Maintenance Activity A12 () Other ☹ (Please Explain) _____
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SECTION B

Property Involved (Describe property involved and extent of loss and/or damage):

Fire Department Attended: (Y/N) _____
 Report Number: _____

Were Police Notified? (Y/N) _____

Branch/Detachment: _____ Case
 Number: _____

Date (M/D/Y) _____
 Time _____ : _____ a.m./p.m.

Were there visible signs of forced entry?
 (Y/N) _____

What? (Explain)

Cause of Loss/Damage:

- C01 () Burglary/Forcible Entry
- C02 () Collapse
- C03 () Dishonesty/Infidelity
- C04 () Explosion
- C05 () Falling Object
- C06 () Fire/Lightning
- C07 () Glass Breakage
- C08 () Impact by Vehicle/Aircraft
- C09 () Riot

- C10 () Robbery
- C11 () Smoke
- C12 () Theft
- C13 () Transportation
- C14 () Vandalism/Malicious Acts
- C15 () Water Escape/Rupture/ Freezing
- C16 () Windstorm/Hail
- C17 () Other ☒ (Please Explain)

3. SIGNATURES AND DATE

Name of Person Completing Report: _____

 (Please Print or Type)

Signature)

(

Name of Administrator: _____

 (Please Print or Type)

(Signature)

Date: _____

Incident Report Form used with permission of Marsh & McLellan (Sask.) Ltd.