



GOOD SPIRIT SCHOOL DIVISION No. 204

Physical Activity Safety Manual Appendix 215

Guidelines, although helpful, should never replace common sense and the expected standard of care within the School Division.



This is an evergreen document so please avoid printing off a copy of this manual. When updates occur, the document will be replaced in the Administrative Procedures section and staff will be notified through the Friday File. The updated manual will come into effect immediately.



Contents

ROLES AND DUTIES.....	6
COACHES AND SUPERVISORS.....	7
OFFICIALS.....	8
DUTY OF CARE.....	8
RISK MANAGEMENT	9
SUPERVISION FOR ALL PHYSICAL ACTIVITIES	10
MEDICAL CONSIDERATIONS.....	12
FACILITY CONDITIONS	16
ENVIRONMENTAL CONSIDERATIONS	21
ACTIVITY PROGRAMMING.....	26
RELATIONSHIPS IN SPORTS	31
INCLUSIVE EDUCATION.....	32
MEDICAL CONDITIONS	33
AEROBIC ROUTINE	47
ARCHERY.....	47
ALPINE SKIING.....	48
BASEBALL and Softball (Fast Pitch)	49
BASKETBALL	49
BENCHES AND CHAIRS	50
BOWLING Games	51
BROOMBALL NON-ICE AND ICE.....	51
CHEERLEADING with Stunts.....	52
CHEERLEADING Grades 6-12 Extracurricular	52
CIRCUIT TRAINING.....	53
CRICKET.....	54
CROSS-COUNTRY RUNNING.....	55
CROSS-COUNTRY SKIING & SNOWSHOEING	56
CURLING.....	57
CYCLING.....	58
DANCE, RHYTHMIC GYMNASTICS AND ACTIVITIES.....	59
DIVING.....	60
DODGEBALL TYPE GAMES / TAG GAMES.....	61
FIELD HOCKEY.....	62
FENCING.....	63



FITNESS ACTIVITIES	64
FLOOR HOCKEY / GYM RINGETTE	65
FOOTBALL	65
FLAG OR TOUCH FOOTBALL	66
GOLF	66
GYMNASTICS OLYMPIC	67
GYMNASTICS – EDUCATIONAL (as described in the Curriculum)	68
HORSEBACK RIDING	69
ICE HOCKEY / SHINNY / RINGETTE	69
IN-LINE SKATING (ROLLER BLADING)	70
KINBALL (OMNIKIN)	71
LACROSSE	72
LOW ORGANIZATIONAL AND LEAD-UP GAMES	73
MARTIAL ARTS AND COMBAT SPORTS	73
ORIENTEERING / GPS ACTIVITIES	74
OUTDOOR EDUCATION – GENERAL PROCEDURES	75
OUTDOOR EDUCATION BACKPACKING	77
OUTDOOR EDUCATION CAMPING	79
OUTDOOR EDUCATION CANOEING	80
OUTDOOR EDUCATION FLAT WATER KAYAKING	82
OUTDOOR EDUCATION CANOE TRIPPING	84
OUTDOOR EDUCATION OUTDOOR (LAKE) SWIMMING	87
OUTDOOR EDUCATION SAILING	88
OUTDOOR EDUCATION MOUNTAIN BIKING	88
OUTDOOR EDUCATION WINTER CAMPING	90
OUTDOOR EDUCATION SKIING (ALPINE) / SNOWBOARDING	91
SNOWBOARDING	93
OUTDOOR EDUCATION ICE FISHING	94
PARACHUTE ACTIVITIES	95
RACQUET SPORTS (COURT)	95
RACQUET SPORTS (NETS)	96
INLINE SKATING / ROLLER SKATING	97
RUGBY (TOUCH)	98
SCOOPBALL	99



SCOOTER BOARDS	99
SCUBA DIVING	100
SKATING (ICE)	102
SKIPPING	103
SNORKELING (POOL).....	104
SOCCER	105
SLOWPITCH / T-BALL	106
STATIONARY CYCLE.....	107
STAIR CLIMBING	107
SWIMMING (Instruction) and WATER POLO.....	108
SWIMMING (Leisure).....	109
TABLE TENNIS.....	110
TEAM HANDBALL	111
TETHERBALL	111
TOBOGGANING / TUBING.....	112
TRACK AND FIELD TRACK EVENTS	114
TRACK AND FIELD HURDLES.....	115
TRACK AND FIELD DISCUS.....	116
TRACK AND FIELD HIGH JUMP.....	117
TRACK AND FIELD JAVELIN	118
TRACK AND FIELD POLE VAULT	119
TRACK AND FIELD SHOT PUT	119
TRACK AND FIELD TRIPLE JUMP, LONG JUMP.....	120
TRIATHLON (RUN, BIKE, SWIM).....	121
ULTIMATE FRISBEE	122
VOLLEYBALL / BEACH VOLLEYBALL / NEWCOME BALL.....	123
WALL / ROCK CLIMBING	124
WEIGHT TRAINING.....	124
WATERPARKS	125
WRESTLING	125
YOGA / PILATES (Mat).....	126
APPENDIX A (Supervision Requirements).....	128
APPENDIX B Part 1 (Informed Consent Form for Term).....	130
APPENDIX B Part 2 (Informed Consent Form for High Risk Activity).....	131



APPENDIX C (Informed Consent Form for Specific High Risk Activity)..... 134
OUTDOOR SAFETY APPENDIX 135
EMERGENCY ACTION PLAN APPENDIX..... 151

DRAFT



ROLES AND DUTIES

Child Protection

Schools have an important role to support children and young people and to identify where problems arise that may put their safety, welfare or wellbeing at risk. All staff and volunteers must comply with Provincial regulations while supervising any type of school activity, including those not on school grounds. There is an implicit responsibility of all persons in positions of power to report risk of harm and to provide support to children and students.

All employees of a Board of Education have a duty to report suspected child abuse or neglect to an appropriate authority (child protection worker, Ministry of Social Services, First Nations Child and Family Services Agency, police officer) as per the [Saskatchewan Child Abuse Protocol](#).

Physical Contact with Students

Physical contact with students is an important and necessary aspect of safe and effective teaching especially in activities such as gymnastics and demonstrating a range of games skills. Coaches and staff may need to use physical contact to instruct, encourage, protect or comfort.

Guidelines for Physical Contact

It is suggested that the school community meet to discuss issues about appropriate physical contact in sport or physical education and develop guidelines for students, staff, volunteers and parents, which may incorporate the information set out on this page.

In relation to physical activity, physical contact with a student to demonstrate a particular action, such as throwing a javelin or a ball, may seem quite reasonable. However teachers cannot assume that the student wants to be shown this particular action.

Physical contact during sport and physical activity should always be to meet the student's needs, NOT the teacher. The teacher should only use physical contact if the aim is to:

- develop sports skills or techniques;
- treat an injury;
- prevent an injury; and,
- meet the requirements of the sport.

Teachers Should:

- Minimize the need for physical contact. Teachers should ask themselves if contact is necessary.
- Let students know why there is a need to demonstrate using a hands-on method.
- Explain what the physical contact will be and ask for volunteers, or ask students if they mind the teacher demonstrating with them using a hands-on approach.
- At the beginning of a sport program such as gymnastics, explain that the teaching of it will involve spotting by the teacher and peers.
- Be explicit about what part of the body they will be touching, for example, around the waist or hips.
- Inform the students that if they fall or need unexpected assistance to avoid injury, the teacher may make necessary physical contact. Be explicit about the fact that in a safety situation touching may not proceed as planned.
- Give the students verbal instructions at first. If they have difficulty, ask them if they would like to be shown how to do it. If they say no, respect that it is their choice.

Supervision of Change Rooms

Teachers have a duty of care to ensure the safety and well-being of students using change rooms. Schools need to communicate change room policies to families. Change rooms should be supervised and teachers should adhere to the following guidelines:

- Give explicit instructions and guidelines for behaviour in change rooms.
- Set a routine for going into change rooms and keep to it.
- Announce to students when a teacher is entering the change room and allow time for students to cover up.



- Do not stand in change rooms as students have a right to privacy.

While the issue of a teacher of either sex supervising the change rooms of both sexes poses some difficulties, some suggestions for teachers in this situation include:

- Give explicit rules about what is expected of students' behaviour in the change rooms.
- Ensure that students know that if there is an emergency you will enter the change room.
- Choose two student representatives to report to you about any problems in the change rooms.
- Ask the students to come out of the change room if there is any disturbance.
- If for some reason the students remain in the change room seek a teacher of the appropriate sex to go in.
- If there is an emergency, let students know you are coming in and give a warning to cover up before going in.

COACHES AND SUPERVISORS

*The Saskatchewan High Schools Athletic Association (SHSAA) **URGES** that all schools strive to have faculty members as head coaches of their interscholastic teams.*

1. Individuals will be required to complete courses in order to coach or supervise. The requirements can be found on the SHSAA website as “Coach Education”.
2. All teams and individual athletes who participate in activities sponsored or organized by the Association shall be coached by an approved coach or supervisor who shall be:
 - 2.1. individuals who have a teaching contract with the Member responsible for the student, or
 - 2.2. individuals who have been approved as a coach and supervisor by the Association. (See below attached Form E-14 – Non-Faculty Coach Declaration)
3. The following individuals are eligible for approval as coaches or supervisors by the Association:
 - 3.1. teachers previously employed by the Member operating the school in which the individual wishes to coach;
 - 3.2. substitute teachers from the school;
 - 3.3. other employees of the Member who work in the school as teacher aides or assistants; or
 - 3.4. other individuals who have been approved by the school division and the SHSAA.
4. Individuals, not previously approved under this policy, seeking approval as head coaches or supervisors eligible to participate in events organized or sponsored by the Association or its Members must provide the following to the school and/or board of education:
 - 4.1. confirmation that they have not been a high school student during the past 4 years (individuals within this four-year period may coach but cannot be the sole individual responsible to coach or supervise a school team or student-athlete), and
 - 4.2. references acceptable to the Member which attest to the qualifications and suitability of the individual to supervise and coach students of school age, and
 - 4.3. has completed or is currently enrolled in the ‘Coaching School Sport: Redefining Winning’ offered on-line in the CAC Locker (enrolled by the E5 date of the activity of the current school year and completed by the beginning of the SHSAA playoffs for that activity), and
 - 4.4. a clear criminal record check if requested to do so by the Member. Members shall request such checks unless in their opinion, considering the best interests of the students, it is unnecessary to do so.

After consideration of the individual to coach or supervise on behalf of the Member, Form E-14, Declaration for Non-Faculty Coach Form, must be submitted to the SHSAA signed by:

- 4.5. the individual seeking approval as coach or supervisor. The coach’s signature is an indication that the individual agrees to be responsible for the coaching duties as outlined by the school and to make themselves aware of the rules, regulations, and expectations of coaches as outlined by the SHSAA, and
- 4.6. the Principal of the school in which the individual will be coaching. The Principal’s signature is an indication that the



- individual has demonstrated a clear understanding of the school philosophy and the policies of the school, the Member, and the Association with regard to student supervision and student participation in competitive school athletics, and
- 4.7. the Director of Education or a designated Superintendent for the Member. The Director's or designated Superintendent's signature is an indication that the Member will support and approve the use of a non-faculty coach as set out by the SHSAA.

Following approval by the SHSAA Executive Director, it is understood that:

- 4.8. approval to coach is for a specific team or activity for a specific time period, and
 - 4.9. approval must be sought on an annual basis (Form E-14), and
 - 4.10. approval of an individual may be renewed for the following year if the Executive Director receives a declaration signed by the principal and Director of Education or designated Superintendent to have that individual coach a specific team or activity (Form E-14), and
 - 4.11. individuals approved as coaches or supervisors may function as coach or supervisor only for the team or activity designated on Form E-14.
5. Other individuals may assist with coaching under the direct supervision of an approved coach.
 6. In order to participate in any activity organized or sponsored by the Association or by its Members, each team must be accompanied by an approved coach or supervisor who will remain present during the entire activity.
 - 6.1. In the event of a coach being ejected from a contest, the contest will be forfeited if there is not another approved coach or supervisor present to supervise the team.

OFFICIALS

- Officials should be knowledgeable about the rules of the interschool athletic activity and how to ensure a safe competitive environment.
- The best choice for an official is one who is certified and registered with the governing body or commission responsible for the sport, if one is available. A second choice is a competent adult that knows the rules of the sport and can ensure they are followed as closely as possible.
- In the event that an official(s) fails to arrive at an interschool athletic competition, teachers/coaches may assume officiating responsibilities provided they have training as a coach or official.
- School athletic staff should support officials in enforcing game rules and ethical standards.
- Officials should be provided with a safe environment, changing facilities and a sanctuary from parents.

DUTY OF CARE

School Staff & Administration

The school and its staff have a duty to take reasonable care for the safety and welfare of themselves and others. This duty includes assessing and appropriately managing any and all foreseeable risks of an activity.

The safety conditions outlined in the Physical Education Safety Guidelines apply whether the activity is undertaken as part of school sport, school excursions, physical education lessons or any other school event. The safety conditions for specific sports and activities must not be varied unless experts in the particular sport or activity advise accordingly.

The principal must approve all non-sanctioned activities if no safe conduct guidelines exist for a particular sport or activity.

External Providers

School staff have a duty to take reasonable care for the safety and welfare of themselves and others. This duty includes assessing and appropriately managing any and all foreseeable risks of an activity, both on and off school property.

The safety conditions outlined in the Activity Guidelines apply whether the activity is undertaken as part of school sport, school excursions, physical education lessons, or any other school event. It is recommended that these guidelines be adhered to



unless otherwise advised by experts in the particular sport or activity.

Prior to engaging the services of a non-staff member, school staff must: ascertain their level of expertise or experience, qualifications, and training. ensure all child protection requirements are met. take overall responsibility for the supervision of students, regardless of the presence of other adult supervisors or volunteers.

Approved Providers

The teacher and service provider should discuss the purpose of the activity in relation to the program of studies or daily physical activity initiative goals and principles.

Teachers should have a clear understanding of what the service provider will teach, how they will teach it and what safety concerns relate to the instruction.

Service providers should be familiar with the Physical Education Safety Guidelines for Saskatchewan Schools portal and its relevant sections.

Service providers contracted to provide instruction must have appropriate certification.

Instructors should be trained to the standards recommended by their respective sport association in Saskatchewan or equivalent and hold valid, current liability insurance.

Should a service provider request a waiver signed by parent, refer to your school division policy.

If there is a question of safety in relation to providing any activity, teachers should check with their principal and/or school division administration prior to introducing the activity. Special consideration should be given to identifying and minimizing foreseeable risks not mentioned in this Blackboard organization.

RISK MANAGEMENT

Inherent Level of Risk

All activities, regardless of the complexity or simplicity of the action, have an inherent level of risk. Variable factors such as cognitive ability and developmental maturity, skill level, previous experience of the students and teacher, weather conditions, facilities, and available equipment may all affect the level of risk of any activity.

Implementing Safe Instructional Practices in Schools

Well-planned physical activity programs reduce the frequency and severity of injuries. By implementing safe instructional practices, such as the use of sequential teaching progressions, as well as the inclusion of developmentally appropriate activities in program preparations, planning and daily teaching, the teacher guards against foreseeable risks. A guideline alone does not eliminate risk regardless of how well it is written or how effectively it is implemented. Safety awareness, based on up-to-date information, common sense observation, the teacher's ability to maintain a safe learning environment, action and foresight are keys to safe programming.

Communication of Expectations

Current policies regarding safety guidelines for physical activity in Saskatchewan schools should be reviewed by boards of trustees, superintendents, division administrators, teachers, school staff and insurance companies. The protective value of safety policies is important to the development of safe programming. School authorities should ensure that they have clearly stated their expectations of superintendents and principals so that:

- Certified First Aid and CPR support is accessible to all supervisory and teaching staff.
- Adequate and appropriate supervision is provided.
- Inspection procedures and schedules are developed for all physical activity facilities, including playing surfaces, playgrounds and major equipment.
- Schools have procedures in place to address emergency medical needs of students.



- The onus is on parents to provide designated school personnel with adequate information about the special medical needs of their children.
- Roles and responsibilities of school authorities, principals, teachers and support staff are well defined relative to providing a safe, clean and healthy physical environment for students.
- Safety policies are adopted relative to transportation, field trips, the various physical education dimensions, first aid qualifications of staff and administering of medications.
- A designate can be authorized to act on behalf of the principal.

Avoiding Unreasonable Risk and Legal Liability

To minimize the exposure of students to risk of injury, teachers should be able to respond positively to the following questions. If teachers can say that they are taking the following precautions, they can better ensure they are providing appropriate instruction to the students.

- Is the activity suitable to the age, mental and physical condition of the participant(s)?
- Have the participants been progressively taught to perform the activity properly and to avoid the dangers inherent in the activity? Do daybook and lesson plans indicate this?
- Is the equipment adequate and suitably arranged?
- Is the activity being supervised properly for the inherent risk involved?

SUPERVISION FOR ALL PHYSICAL ACTIVITIES

Supervision is defined as the overseeing of an activity for regulation or direction. All equipment, facilities and activities have inherent risks, but the more effectively they are supervised and maintained, the safer they become.

Principals are responsible for the development and implementation of a student supervision plan for all school sport and other physical activity programs, including weekly sport, integrated sport, outdoor recreation activities, as well as any other school events.

The plan should clearly indicate the supervision arrangements and responsibilities at the various locations and venues, including supervision of student travel to and from these venues and locations.

Principals should assess a number of factors in determining the level and type of supervision which needs to be provided during a particular activity, including but not limited to:

- nature and location of the activity (prior inspection of the location may be required to identify potential dangers);
- number of students involved;
- age and maturity of students;
- qualifications and experience of the adult supervisors, including ability to provide first aid; and,
- travel to and from the venue.

For weekly school sport and physical activities outside the school grounds, the school should:

- inform parents or caregivers about the location, cost, mode of travel and supervision arrangements, activities to be undertaken and dismissal times; and,
- obtain permission from parents or caregivers.

Every time a student or group of students change activities (e.g., if a number of different activities are undertaken over the course of a weekly school sports program), the consent of a parent or caregiver should be sought.

During excursions, schools should comply with the Excursion Policy and Procedures, which covers excursion supervision as well as:

- consent;
- unsupervised activities;
- transport; and,
- overnight stays.

Supervision is Required



Students should be made aware that use of the equipment and gymnasium are prohibited without appropriate supervision.

Any use of a facility or equipment should be supervised according to one of the three categories of supervision following initial skill instruction and after all safety concerns have been emphasized.

Categories of Supervision

These guidelines designate three categories of supervision which are based on principles of general and specific supervision, taking into consideration the risk level of the activity, skill level of the participant, maturity of the participant and the participant's ability to monitor the risk to themselves.

1. Constant visual supervision means that the teacher is physically present and watching the specific activity in question.
Examples of constant visual supervision:
 - High Jump: the teacher is at the high jump area and is observing the specific activity.
 - Box Horse: the teacher is observing a box horse station while simultaneously observing other lower risk gymnastics stations.
 - Camping Trip: the teacher in direct supervision of students using a swede saw.
2. On-site supervision entails teacher presence but not necessarily the constant viewing of one specific activity.
Examples of on-site supervision:
 - Relay Passing: students are practicing on the track and can be seen by the teacher who is with the high jumpers.
 - Fire Building (Camping skills): teacher can view students building their fires in the vicinity.
3. Proximity supervision means that the teacher could be in the gymnasium or room while another activity is taking place in an area nearby the gymnasium or room. Note that in-the-area supervision is not adequate for Pre-Kindergarten students. Examples of proximity supervision:
 - Distance Running: students are running around the school grounds and at times may be out of sight.
 - Table Tennis: students are playing table tennis in a space adjacent to the gymnasium and the teacher can view both facilities easily, but not simultaneously.
 - Camping Trip: students are cooking and preparing their food at individual sites nearby, but not visible to teacher all the time.

Legislative Requirements

The Education Act, 1995,

Section 85(1)(w) prescribe procedures with respect to the design, maintenance and supervision of school accommodation for the purposes of maintaining satisfactory standards of comfort, safety and sanitation for the pupils and other users of the accommodation;

Section 86 (w) prescribe procedures with respect to the design, maintenance and supervision of francophone school accommodation for the purposes of

maintaining satisfactory standards of comfort, safety and sanitation for the pupils and other users of the accommodation;

Education Regulations, 2019, Section 69(2) Standards with respect to dimensions, heating, lighting, ventilation, sanitation, acoustics, fire protection, safety and adequacy of accommodation for the pupils and the users of the building are required to conform to ministry guidelines.

Saskatchewan Employment Act

Occupational Health and Safety Regulations, 2020

Workplace Hazardous Materials Information System (WHMIS)



MEDICAL CONSIDERATIONS

Concussion

PHE Saskatchewan and the Saskatchewan Ministry of Education have partnered to provide training for all teachers in Saskatchewan around concussion. It is important that all teachers are educated about what a concussion is, what to do if a concussion is suspected, and what they can do to help the student with their recovery process. At some point in their career, educators will likely face a situation where a student is affected by a concussion.

Head injuries can occur during participation within physical education class, recess and other physical activities throughout a student's school day. The severity of a concussion and the response to it will vary for every student and every situation. It is important that all teachers understand how to assess and respond appropriately to a potential concussion.

Because everyone responds differently to a concussion, recovery plans need to be individualized. Engaging the brain too much too early can cause symptoms to reappear or worsen. School professionals can help facilitate a student's recovery and gradual return to learning and playing after a concussion. A collaborative approach by a team that includes school professionals, the student's family and health care professionals is required to manage the student's recovery and to facilitate the appropriate supports or accommodations.

Effective management of a concussion can affect recovery. Someone with a concussion requires appropriate medical assessment, rest and care before gradually resuming physical activity or returning to learn, play, work or use digital devices. It is essential to rest the brain after an injury, just as it is for other types of bodily injuries.

Training for School Staff, Volunteers, and Families

Establishing consistent concussion education for all school personnel, students, volunteers, and parents/guardians helps ensure everyone is aware of concussion-related procedures to follow, understand their roles and know what tools are available to help them. It is most effective to take concussion training at the start of the school year.

E-Learning Courses/Modules

Educators will have an option to take one of two E-learning courses or modules on concussion education.

- Making Head Way: Concussion e-Learning Series - National Coaching Certification Program (NCCP)
- Concussion Awareness Training Tool (CATT) School Professional Course

Additional Resources

- Parachute Canada
- Acquired Brain Injury Partnership Project
- Ministry of Health: Acquired Brain Injury Services
- Saskatchewan Brain Injury Association
- Saskatchewan High Schools Athletic Association Concussion Protocol
- First Aid & CPR
- Required Services and Equipment

Field Trips

Principals will have to assess the risk level of all field trips. This will involve reviewing the nature of the activity, site of the trip and the availability and response time of EMS.

For low-risk field trips, schools will ensure that a portable (fanny pack) No. 1 kit is taken on the trip.

For high-risk field trips, schools will ensure that a portable (fanny pack) No. 3 kit is taken on the trip. Principals will ensure that a certified first aider(s) accompanies these outings.

Principals will order an appropriate number of these portable kits depending on the type and frequency of field trips in their school.



Emergency Conveyance

An emergency conveyance, municipal or commercial ambulance, must be readily available to a workplace.

For outlying schools, if an ambulance cannot reach the workplace within ten or fifteen minutes, alternate means of emergency transportation shall be provided.

An individual with a serious injury shall be accompanied by at least one person other than the operator of the emergency conveyance while being transported, and that person shall have the qualifications of at least an Emergency First Aid Certificate.

Helmets

Types of Helmets

It's generally accepted that helmets significantly reduce head injuries, however, there is still scepticism about their efficacy in preventing concussion and other traumatic brain injuries (TBIs).^{1,2} A number of biomechanical forces are involved in head injuries depending on the sport and the mechanism of injury. For this reason, there is a substantial variation in helmet design based on the demands and constraints of each sport.¹

For example, hard-shelled helmets, such as football and ski/snowboard helmets, may not be best-suited for protecting against the lower forces that also include a component of rotational acceleration, which are believed to cause the majority of concussions.¹ Such helmets are designed to protect the head from penetration and to deform upon impact to absorb the impact energy and reduce head acceleration.²

Mechanical Forces

There are 3 major mechanical forces to consider when determining which helmet is suitable for activities it was not designed for.

Impact - A forceful contact or strike by way of collision.

Crushing - A non-impactful force that squeezes by way of weight or pressure.

Penetration - A piercing force; an object passing through a barrier or substrate.

One Helmet; Many Sports

Some helmets may be used for more than one activity that share common movements or possess similar risks. The mechanical forces described above should be considered when determining if a helmet could be used for an unintended activity. For example, single-impact bike helmets would not be suitable for other sports where impacts would be more frequent, but would be acceptable for skateboarding, scootering, or in-line skating.

Standards & Certifications

Below is a list of activities for which helmets are required, along with their respective minimum standards certifications:

- Cricket: British Standard (BSi) - BS7928:2013; NOCSAE NS022
- Cycle (standard): CPSC; ANSI, ASTM F1447 or F1898; Snell B90A, B95 or N-94
- Cycle (full-face): CPSC; ASTM F2032 or F1952
- Field Hockey: CSA; ASTM F-1045; HECC; NOCSAE ND030
- Football (American): NOCSAE, ANSI/ISO 17065
- Hockey: CSA; ASTM F-1045; HECC; NOCSAE ND030
- Ice Skating: CSA; ASTM F-1849-18; HECC
- Equestrian: ASTM F1162; SA (Australia); SEI; Snell E-2001
- Inline Skate/Scooter: CSA; Snell N-94; CPSC; ASTM F1447 or F1492
- Lacrosse: CSA; ASTM F-1045; HECC; NOCSAE ND030
- Luge/Sled: Snell M-2005, M-2010, CMS/CMR 2007; DOT FMVSS 218
- Climbing: EN-397, EN-12492, UIAA, CE, ISO-9000; Snell N-94
- Ringette: CSA; ASTM F-1045; HECC; NOCSAE ND030
- Rugby (scrum cap): IRB-Approved



- Skateboard: CSA; ANSI; ASTM F1492-15 or F1447; CPSC; Snell N-94
- Ski/Snowboard: ASTM F2040; CSA Z263.1; CE EN1077; Snell RS-98
- Softball: NOCSAE ND022 (Batter), ND024 (Catcher)

Infection Control

What is Infection Control?

Infection control is the practice of managing infectious materials and minimizing or eliminating the potential spread of infection between people and environments. Physical contact among athletes, sharing of equipment (e.g., worn personal protective equipment or braces plus towels, drinking vessels, showers, and locker rooms), and contact with athletic surfaces (e.g., mats, artificial turf, dirt, grass, and gym or weight room equipment) can all be responsible for transmission of infection.¹

Personal Protective Equipment (PPE)

Disposable Gloves

Disposable waterproof gloves (latex or vinyl) should be worn when in contact with blood, blood products, other body fluids, open wounds or sores (non-intact skin) and items or surfaces soiled with blood or other body fluids.

Oral / Nasal Appliances

Mouthpieces, pocket masks, or other ventilation devices should be readily available in those settings where the need for resuscitation can be anticipated. However, the risk of infection is so slight that no one should hesitate to give mouth-to-mouth resuscitation if such equipment is not available.

Linens

Linen and clothing that have been soiled with blood or other body fluids may be washed with regular laundry.

Wound Care

Open wounds should be covered prior to competition or practice. If a bleeding injury occurs during the competition or practice, the individual must be removed from the competition until the bleeding has stopped. The wound should be cleansed with an antiseptic solution and securely covered before the individual can return. Should blood appear on the participant's uniform or equipment, which is exposed to other participants, the uniform/equipment must be either changed or cleaned before participation can resume.

Hand Hygiene

Hand hygiene is the most effective way of preventing the transmission of first aid infection. There are 4 Moments of Hand Hygiene when hand hygiene must be employed:²

Before contact with a patient (i.e., before donning PPE or providing patient care).

Before a clean, or aseptic, procedure (i.e., before wound care/dressing, handling medications).

After exposure, or risk of exposure, to blood / body fluids (i.e., hands are visibly soiled after gloves removed).

After contact with a patient (i.e., doffing (removing) PPE, handling used patient care supplies/materials).

Alcohol-based hand rubs (ABHR) containing 60-90% alcohol should be used for performing hand hygiene and disinfection, except when hands are visibly soiled; in which case, wash hands with plain soap and water. Antimicrobial soap should not be used for routine hand hygiene.

For hand-washing with soap, wet the hands with warm water and apply enough soap to ensure a lather of all hand surfaces. Rub hands together vigorously over all surfaces of the hands, fingers, and wrists for a minimum of 15 seconds. Rinse all soap



residue under warm water and dry with disposable paper towels.

Contamination

Spills of blood or other body fluids and contaminated surfaces and equipment should be cleaned promptly with detergent and water, using disposable towels. The area should then be disinfected with a bleach solution and left to dry. The bleach solution should be a dilution of household chlorine bleach mixed one part bleach to nine parts water. The solution must be prepared fresh daily. When using, wear gloves to prevent skin irritation. Chemical germicides approved for use as hospital disinfectants can also be used to clean surfaces.

Sharps

Staff and students need to be aware of the dangers of bloodborne diseases such as HIV/AIDS and Hepatitis “A”, “B” or “C” which may be contracted by accidental contact with a “sharps” object. Sharps may be:

- needles/syringes;
- scalpel or razor blades;
- broken glass; and,
- any other sharp object that may be contaminated with blood or body fluids.

Handling and Disposal

- Never recap needles.
- Never separate needles and syringes (discard as single unit).
- Never discard sharps in regular garbage.
- Never attempt to open a sharps container that has been locked closed.
- Place used sharps in the sharps container with the sharp end pointed away from you.
- Do not insert fingers into the opening of the sharps container.
- When finished, wash hands with soap and water or clean hands with a hand sanitizer.
- Before leaving the work space, ensure that all sharps are disposed of correctly.
- Before leaving the work space, ensure that all spills are appropriately cleaned.

Neuromuscular Training

What is Neuromuscular Training?

Neuromuscular Training (NMT) is a dynamic warm-up training method that includes aerobic, balance, strength, and agility exercises to enhance motor programming and prepare the body for functional work. NMT involves training the connection between the muscular and neurological systems to work optimally together to activate our muscles and support joint control and stability. Research has demonstrated a 35-70% reduction in sport and recreation injury rates when NMT warm-up programs were implemented as a coach/teacher-delivered warm-up at the beginning sport sessions and physical education (PE) classes, compared to traditional warm-up programs that typically include only aerobic, static, and dynamic stretching exercises.

Injury Prevention Through NMT

The implementation of neuromuscular training (NMT) warm-up programs before sport and physical activity has been recommended by the International Olympic Committee consensus statement on youth athlete development as an effective injury prevention strategy for youth sport.

Implementing NMT

Standard of practice includes an NMT warm-up program coach/teacher practical workshop, taught by an NMT warm up program expert. A key to NMT warm-up programs involves a focus on performing the exercises with correct technique and to perform these programs regularly (e.g., $\geq 3x/week$). Static stretching is no longer recommended as the primary focus of injury prevention warm-up programs.



NMT warm-up programs can be implemented as a 10-minute warm-up at the beginning of physical education classes. These programs can also be adapted to fit the needs of the school environment including time, age, class size, and physical education unit. In a recent study in Canadian junior high schools, students and teachers reported positive attitudes towards implementation of the NMT warm-up at the beginning of their PE classes.

There are different ways to introduce the NMT warm-up program to students for the first time. Teachers who have implemented these warm-ups previously have structured them in different ways:

- students completed the warm-up together as a class,
- students completed the warm-up in stations as smaller groups, or
- the warm-up was facilitated by student leaders.

Some teachers spent a full class period teaching each exercise in detail, allowing for particular focus on correct technique. Others prefer to begin with introducing one new exercise from each category (aerobic, balance, strength, and agility) and adding one additional exercise each day. Partnering students together to observe each other performing the exercises, particularly for the strength and agility components, is an excellent way to incorporate peer learning while helping students develop confidence and self-efficacy in performing the exercises.

With support from available resources such as videos, these warm-up programs can be facilitated in PE classes by generalist teachers and PE specialists alike.

FACILITY CONDITIONS Indoor Facilities

Instructional Considerations for Indoor Activities

- Correct turning and stopping techniques must be taught to prevent collisions with walls and other immovable objects around activity area.
- Teachers should inform their students of the locations of fire alarms, fire exits, AED and alternative routes from the gymnasium or activity station.

Equipment and Facilities for Indoor Activities

- Gymnasium space should be free of stored furniture, boxes, and equipment along the perimeter walls and corners.
- Floors should be smooth, level, clean and dry, provide safe foot traction, be clear of objects which may cause tripping or slipping, have floor sockets covered and flush with the floor, and floor plates secure in the floor with hooks and plate in good condition and flush with the floor.
- Spectators' chairs and benches should be located a safe distance away from activity area.
- Entrances and exits should be free of obstructions, should have no door knobs or handles protruding on the gymnasium side of the door, and should have doors that open away from the gymnasium area.
- Stairs should be clear of obstacles, free of protruding nails, cracks, or splinters, have treads in good condition, and secure railings.
- Ceilings should have secure tiles and mesh on lights.
- Walls should have all outlets, switches, registers, fire extinguishers, and other fixtures posing an unreasonable hazard padded or made flush with the surface of the wall and should be free of protruding hooks and nails.
- Walls and stages should not be used for finish lines. A line or pylon should be designated in advance of the wall.
- The edge of a stage should be covered with gymnasium mats that extend close to the floor if vigorous activities are nearby.
- In the storage room the floor should be clean and the centre area free of equipment. Equipment should be stored on designated shelves, and volleyball poles should be secured to wall when stored standing upright.
- Locker rooms should have clean showers and washrooms with no accumulation of water, electrical outlets appropriate for a wet environment, emergency exit signs and lights in good operating condition, and lockers and benches in good repair with no sharp edges.
- Benches and bleachers should have top and supports free from cracks and splinters and all bolts and screws secure.



Special Considerations When Using Alternative Activity Rooms

- Non-gymnasiums used for activities (e.g., concourse, church hall, empty classroom, school basement).

Choice of Suitable Activities

- Choose activities that have a controlled amount of movement (e.g., aerobics, mat work, fitness stations, skipping, wrestling, dance, bean bag activities, chair activities, etc.).
- Avoid throwing balls for distance, dodgeball-type games and games which are “action-packed” and go end to end (e.g., tag, soccer, and floor hockey).

Special Precautions

- Keep activity away from drinking fountains, stage steps, trophy cases or other hazards. Centre all activities to allow for a “safety zone” of at least one meter around the perimeter. If possible, mark area with pylons.
- If the activity room is in an open area, student traffic should go around, not through, the class.
- Ensure floor surface is conducive to activity (e.g., not slippery from water or dirt and equipment/furniture is not in the way of activity).
- Precautions are needed to guard against doors opening into the playing area.

Modification of Rules

- Strictly enforce the ‘no body contact’ rule.
- Plan towards accommodating the appropriate number of participants that can safely take part in any activity area based on the size of the area, risk level of the activity and maturity of the participants.
- Structure activity to provide well-organized participation.
- Caution students not to throw objects at the ceiling, thereby knocking down tiles, dust or lights.

Date last revised: October 26, 2022

Outdoor Facilities

Instructional Considerations for Outdoor Facilities

- Students and parents should be informed of the importance of sun protection.
- Students should be informed of the importance of proper hydration.
- Students should be provided with access to water or water bottles and the opportunity to re-hydrate during activity.
- Students should be properly protected from the sun particularly during the peak hours of 10 a.m. to 4 p.m.
 - Proper protection can include long shirts and pants (tight woven materials are best), wide-brimmed hats, sunglasses (if the activity allows) and sunscreen and lip balm with SPF 15 or greater.
 - Sunscreens should be liberally applied at least 15-30 minutes before going outside.
 - Waterproof sunscreens should be used for swimming and water sports.
 - Consider sun protection even on cloudy days as 80% of the sun’s rays can penetrate light clouds, mist and fog.
- Teachers should be aware of students with history of asthma and other respiratory problems and severe allergies (e.g., bee sting allergy). Those students should be encouraged to carry an inhaler/auto-injector.

Equipment/Facilities for Outdoor Activities

Inspection of All Outdoor Activity Areas

- Teachers should inspect outdoor activity area prior to use.
- The area should be free of wasp and bee nests, drainage problems or standing water, broken glass, animal feces, and tripping hazards such as cans, rocks, roots, exposed footings or other environmental obstacles and other foreign debris.
- Activity area should be located away from open roadways.
- Playing surfaces should be clearly marked and a sufficient distance from fencing and backstops, signage, lighting standards and bleachers.



- Steps should be taken to report hazardous conditions to administration so that they can be repaired or removed.

Playing Fields

- Playing field and surrounding area should be level, well-groomed, and free from obstacles such as protruding sprinkler heads, obstructions and debris.
- Turf should be sufficient to provide proper traction and impact absorption.
- Holes, ruts and severely uneven surfaces should be brought to the attention of the students.
- If more than one activity is underway, ensure safe distance between activities.

Tarmacs

- Asphalt areas should be level and free of holes and broken asphalt.

Fencing and Backstops

- Metal fencing and backstops should have clips and attachments safely secured, fencing tight and secure to frame, no holes in fence or at ground level, anchors that are stable to the ground, in good condition and safely covered, and posts free of corrosion.

Benches and Bleachers

- Benches and bleachers should be free of protruding nails, splinters, cracked or rotten wood and the anchors to the ground should be in good condition and safely covered.

Stairs

- Stairs should be clear of obstacles, free of protruding nails, cracks, or splinters, have treads in good condition, and secure railings.

Goals

- Goals should have framework free of protruding hooks, anchors to ground should be stable, in good condition and safely covered, posts should be free of corrosion and, when appropriate, goalpost padding should be securely fastened on goalpost assembly.

Weather Conditions

- Supervisors should monitor weather conditions and postpone or modify the activity to ensure safety of all individuals.
- More information on weather events and conditions is available in the Fundamental Reading section.

Other Hazards

- Environmental hazards such as trees, exposed roots, and streams may be present on schoolyard and should be identified to all staff and students, and should have warning signs and barriers where needed. Rules for safe play around hazards should be communicated to all students.

Supervision for Off-Site Activities

Presence of Teacher

- Teachers must accompany students to the site and remain on-site during instruction if a person other than the teacher is conducting the activity.

Overnight Trips

- Same-sex chaperones must accompany overnight trips. Both male and female chaperones must accompany mixed groups for overnight trips.
- Teachers should implement a night check system.

Instructional Considerations for Off-Site Activities



- Attendance should be taken before and after each activity session.
- Teachers should instruct students to use a buddy system when appropriate.
- Teachers should be aware of students with a history of medical ailments (e.g., asthma, seizures, heart conditions, and severe allergies).

Emergency Preparedness

- Emergency procedures must be established and communicated to students.
- Teachers should have access to a phone and know the facility address in case of emergency.
- An emergency communication system should be in place when at remote sites.
- Vehicles for emergency purposes should be accessible.
- A trained individual responsible for providing first aid to injured students should be present during the entire activity.
- A supervisor should be designated to transport an injured student to the hospital (e.g., teacher or parent). This should not be the supervisor in charge of the trip.

Communication with Parents/Guardians

- Parents/guardians must be notified of any off-site activity and means of transportation.
- Consideration must also be given to informing parents of activities which take students off the immediate school property, where transportation is not required (e.g., cross-country running). Refer to individual school board policy and field trip procedures regarding the need for parent/guardian consent.
- Parents must be made aware of the mode of transportation.
- Parents should be made aware of student expectations.
- The means and frequency of communication required should be established with the school principal.
- A signed parent/guardian acknowledgment/permission form must be received from each participant in accordance with school/board policy. The form should contain details of the activity, its inherent risks and the level of supervision that will be provided. Students who do not return signed forms should remain in the school with appropriate supervision in an alternative assignment.

Transportation To and From Off-Site Activities

Many different situations may arise involving the transportation of students for activities away from the school. Injuries can occur while traveling to, from or between activity sites.

- Teachers should be aware of school board policy regarding transportation.
- It is important that parents are made aware of the mode of transportation and student expectations.

Transportation by Walking or Bicycling

- When walking/biking students to or from an off-site venue, a policy should be developed to ensure all students are properly supervised and instruction related to road safety is provided.

Transportation by Motor Vehicle School or Board Vehicles

- Schools or school boards wishing to own and operate a vehicle with a capacity of 11 or more passengers (including the driver) must comply with provincial regulations regarding the operation of commercial vehicles. Schools or boards should refer to information as contained in *The Education Act*, Section 356.
- For out of town trips, a list of each student in each vehicle, drivers' names and license plate numbers of the vehicles should be left at the school and a copy of the list should accompany adults on the trip.
- Check with school authority policy regarding the transportation of students.
- To ensure that the insurable risks are appropriately covered by the school board's and/or driver's insurance company, the following checklist should be completed prior to departure:



- **Liability Insurance** When securing a vehicle or chartered public transport, check that the employer has third party vehicle liability insurance covering the intended drivers.
- Teachers/volunteers, parents or students should not transport other passengers on school-related trips unless they carry at least \$2 million vehicle liability. Drivers should notify their insurance agents of their intention to transport students, especially if the driving is to be done on a regular basis.

Licensing of Driver

- Ensure drivers are appropriately licensed for the vehicle(s) and number of passengers involved.

Condition of Vehicle

- Ensure the vehicle has been checked for appropriate operating condition (e.g., lights, tires, brakes, and fluids).
- Ensure proper storage of gear within the vehicle.

Procedures during Travel

- If a number of vehicles are being used, make sure each driver has a road or sketch map and time schedule of the intended rendezvous point(s).
- Ensure that participants are properly seated in the vehicle and seat belts are used when available. Ensure all rules as set out in current provincial legislation are adhered to.
- Establish and maintain safety procedures for all vehicles, including safety education, loading and unloading, seating supervision and emergency procedures.
- Establish and maintain procedures for students using their own vehicles to attend physical education or interscholastic activities, and parents driving students to various activities.

Winter Travel

- For winter use, be confident that the vehicle will start in cold weather or establish a backup plan.
- Check for winter driving conditions and check that proposed winter travel routes are plowed on a regular basis or that you can have them cleared for your purposes.

Parking

- Park well out of the way of through traffic and back into parking spots. This reduces the likelihood of becoming trapped or stuck due to snow or muddy conditions.
- See sample Transportation Policy Form.

Equipment/Facilities for Off-Site Activities

- Teacher should ensure that commercial or other facilities that are used conform to safety standards and are free from hazards.
- Concerns about potentially dangerous situations should be reported to appropriate authorities.
- When activities are offered off-site, an appropriate portable first aid kit must be readily accessible.

Winter Activities

Instructional Considerations for Winter Outdoor Activities

- Teachers should discuss frostbite and hypothermia with students and how to recognize and treat.
- Teachers should be aware of students with history of asthma and other respiratory problems and severe allergies. Those students should be encouraged to carry an inhaler/auto-injector.
- Students and parents should be informed of the importance of sun protection.
- Students should be informed of the importance of proper hydration.
- Students should be provided with access to water or water bottles and with the opportunity to re-hydrate during activity.
- Teachers should refer to school board policy regarding temperature/weather conditions.
- Teachers must postpone the activity if there is an indication of inclement weather severe enough to put student safety at risk.



Equipment/Facilities for Winter Outdoor Activities

- Students should wear appropriate cold-weather outdoor clothing, especially hand and head wear.
- When choosing a location, the teacher should consider the following conditions: sun, wind, wind chill and snow conditions as well as suitability of terrain for the activity.
- If using an outdoor pond or lake, choose a designated and maintained skating area.

ENVIRONMENTAL CONSIDERATIONS

Health Risk	Air Quality Health Index	Health Messages		School Messages for Outdoor Activities
		General Population	At Risk Population*	
Low Risk	1-3	Ideal air quality for outdoor activities.	Enjoy your usual outdoor activities.	All planned outdoor activities can proceed.
Moderate Risk	4-6	No need to modify your usual outdoor activities unless you experience symptoms such as coughing and throat irritation.	Consider reducing or rescheduling strenuous outdoor activities if you are experiencing symptoms.	All planned outdoor activities can proceed.
High Risk	7-10	Consider reducing or rescheduling strenuous outdoor activities if you experience symptoms such as coughing and throat irritation.	Reduce or reschedule strenuous outdoor activities. Children and the elderly should also take it easy.	Recess and lunch breaks can proceed but allow the option of coming indoors. Consider moving strenuous Physical Education / Wellness classes indoors. Consider postponing or adapting extra-curricular events with clean air breaks.
Very High Risk	11	Reduce or reschedule strenuous outdoor activities, especially if you experience symptoms such as coughing and throat irritation.	Avoid strenuous outdoor activities. Children and the elderly should also avoid outdoor physical exertion.	Allow for indoor recess and lunch breaks. Outdoor Physical Education / Wellness classes should move indoors. Extra-curricular events should be postponed or moved indoors, if possible.

Air Quality Health Index

What is the Air Quality Health Index?

The Air Quality Health Index (AQHI) is a public health reporting tool, gauged on a scale from 1 to 10+ depending on the health risk. The lower the number, the lower the risk. The Index has corresponding health risk categories and provides advice on how to lower one's risk.

What does the Air Quality Health Index Measure?



The AQHI measures the relative health risk against three common air pollutants known to harm human health: ground-level ozone, fine particulate matter, and nitrogen dioxide. All three can affect health, even with short-term exposure. Additionally, these pollutants can pose health risks at low levels of exposure, particularly among those with pre-existing health conditions.

Who is most at risk?

People with existing respiratory or cardiovascular conditions: Those with existing respiratory conditions as well as those with cardiovascular conditions such as arrhythmia. People with diabetes also appear to be at greater risk. Air pollution can make it even more difficult for people to breathe and can make existing lung or heart-related symptoms worse.

Young children: Children tend to inhale relatively more air on a per-body weight basis than adults. Their elevated metabolic rate and young defense systems make them more susceptible to air pollution.

Those active outdoors: Athletes or individuals who undertake strenuous work outside tend to breathe deeper and more rapidly allowing more air pollution to enter the lungs.

How can you tell if someone is sensitive to air pollution?

Exposure to air pollutants can cause a range of symptoms. People with lung or heart disease may experience increased frequency and/or severity of symptoms, and increased medication requirements.

People who are otherwise healthy may have the following symptoms:

- irritated eyes;
- increased mucus production in nose or throat;
- cough; and,
- difficulty breathing, especially during activity.

By understanding how air pollution can affect health, people can better protect themselves and those they care for.

Suggestions for High AHQI

- Reduce or reschedule outdoor physical activities
- Monitor possible symptoms, such as difficulty breathing, coughing, irritated eyes
- Activate a personal health plan or consult a physician or health care provider

Adapted from: Air Quality Health Index - Health Risks. Environment and Climate Change Canada (2020).

Need more information?

- Environment and Climate Change Canada: www.canada.ca
- Air Pollution and Sport Safety: sirc.ca/air-quality-and-sport/

Hail

What is Hail?

Hail forms in the core of a thunderstorm and is most common between May and October and occur mostly during the afternoon or evening. Hail can hit the ground at 130 kilometres per hour, causing severe damage to people, crops, houses and vehicles. Hailstones as large as grapefruits have been reported in Canada, but even smaller hail can cause extensive damage in a matter of minutes.

Hail Safety

Seek Shelter

Always check the weather forecast when planning activities outdoors. If thunderstorms are forecast, avoid being outdoors at the time, or make alternate plans. Identify safe places for shelter, and determine how long it will take to reach them.

When hail or thunderstorms threaten, seek shelter in a safe, secure building and stay away from windows or glass doors.



When Outdoors

If driving, find a place to safely pull off roadways and protect yourself from shattered glass by facing away from all windows. If you are caught outdoors with no immediately available shelter, crouch down, face away from the wind and protect your head and neck with your hands. Watch for flooded areas. Excessive hail combined with heavy rain can plug storm drains and create local flooding.

Outdoor Activities

It's impossible to predict weather forecasts months in advance. Since thunderstorms can develop quickly, you should always have a weather safety plan ready when planning outdoor activities.

- Adopt an emergency alerting strategy.
- Schedule activities for times less likely to receive thunderstorms (i.e., morning).
- Ensure everyone knows the location of the nearest shelter.
- Monitor forecasts.
- Have alternate activities planned, or be prepared to cancel activities.
- Do not resume activity outdoors until at least 30 minutes after the last thunder.

First Aid for Hail Impact

It is unlikely that first aid would be required for a hail strike. Bruising and discomfort are the most likely outcomes of being caught in a hail storm, but if hail strikes a person's head or face, monitor them for signs and symptoms of a concussion.

Lightning

What is Lightning?

Lightning is a naturally-occurring phenomenon in which massive, instantaneous discharges of electrical power are produced due to unstable ionic charges between clouds, air, and the ground, resulting in an intense arc of light and a sonic boom (thunder).

Lightning can jump between clouds or from clouds to the ground.

Lightning Safety

Seek Shelter

Always check the weather forecast when planning activities outdoors. If thunderstorms are forecast, avoid being outdoors at the time, or make alternate plans. Identify safe places for shelter, and determine how long it will take to reach them. As soon as you hear thunder, lightning becomes a hazard.

A safe location is a fully-enclosed building with electrical wiring and plumbing to ground electrical strikes. Do not handle electrical equipment, including landlines, during lightning storms. Tents, picnic shelters, or lean-to type shelters do not protect from lightning.

When Outdoors

If you are caught outdoors and shelter is not available, stay away from tall objects such as trees, poles, and fences. Take shelter in a low-lying area, but be mindful of possible flooding. Lightning tends to strike the tallest object or structure in its path, but the electrical charge can jump. The surrounding ground develops a charge that spreads out and can send current through people and objects in the area.

Squat down onto the balls of your feet and tuck your head into your chest. Try to make yourself as small a target as possible while minimizing your contact with the ground. Do not lie flat on the ground as you will increase your surface area and become a greater target!

Outdoor Activities



It's impossible to predict weather forecasts months in advance. Since thunderstorms can develop quickly, you should always have a weather safety plan ready when planning outdoor activities.

- Adopt an emergency alerting strategy.
- Schedule activities for times less likely to receive thunderstorms (i.e., morning).
- Ensure everyone knows the location of the nearest shelter.
- Monitor forecasts.
- Have alternate activities planned, or be prepared to cancel activities.
- Do not resume activity outdoors until at least 30 minutes after the last thunder.

First Aid for Lightning

- Lightning victims do not retain an electrical charge; they can be safely handled.
- Get immediate medical help! Persons struck by lightning may be suffering from burns, shock, or cardiac arrest.
- If the person has stopped breathing, provide artificial respiration.
- If the person is in cardiac arrest, administer CPR. If an Automated External Defibrillator (AED) is available, it may be used safely.

What is a Tornado?

A tornado is a violently-rotating column of air that extends between a cloud formation and the ground. They may be difficult to see until dust and debris are picked up, or a cloud forms within the rotating column, and often appear as a funnel. Tornadoes are often accompanied by severe thunderstorms and hail that can threaten life and damage property.

Tornado Season

Tornado season in Saskatchewan runs from May through September, with mid-June through early August being the peak time.

Tornado Safety

If you are caught in or near a tornado, seek shelter in a sturdy building! Schools can provide adequate protection, but everyone should move to an interior part of the building away from outside walls and windows. Gymnasiums and auditoriums with wide-spanning roofs can collapse in a tornado, so it's best to seek shelter in another part of the school.

If no shelter is available, move to the lowest elevation possible such as a ditch or culvert, away from objects that could become projectiles. Lie flat and cover your head from flying debris.

Tornadoes can be deceptive - they may appear to be standing still but may, in fact, be moving toward you.



UV Index	Description	Sun Protection Actions
0-2	Low	<ul style="list-style-type: none"> Minimal sun protection required for normal activity. Wear sunglasses on bright days. If outside for more than one hour, cover up and use sunscreen. Reflection off snow can nearly double the UV strength. Wear sunglasses and apply sunscreen.
3-5	Moderate	<ul style="list-style-type: none"> Take precautions - cover up, wear a hat, sunglasses, and sunscreen - especially if you will be outside for 30 minutes or more. Look for shade near midday when the sun is strongest.
6-7	High	<ul style="list-style-type: none"> Protection required - UV damages the skin and can cause sunburn. Reduce time in the sun between 11 a.m. and 3 p.m., and take full precautions (e.g., seek shade, cover up, wear a hat, sunglasses, and sunscreen).
8-10	Very High	<ul style="list-style-type: none"> Extra precautions required - unprotected skin will be damaged and can burn quickly. Avoid the sun between 11 a.m. and 3 p.m., and take full precautions (e.g., seek shade, cover up, wear a hat, sunglasses, and sunscreen).
11+	Extreme	<ul style="list-style-type: none"> Take full precautions. Unprotected skin will be damaged and can burn in minutes. Avoid the sun between 11 a.m. and 3 p.m. and cover up, wear a hat, sunglasses, and sunscreen. Snow, white sand, and other bright surfaces reflect UV and increase UV exposure. Values of 11 or more are very rare in Canada. However, the UV Index can reach 14 or more in the tropics and southern U.S.

UV Protection

Protect your skin

When the UV Index is 3 or higher, protect your skin as much as possible. In general, the UV Index in Canada can be 3 or higher anytime from 11 a.m. to 3 p.m. between April and September - even on cloudy days.

- Seek shade or bring your own (e.g., an umbrella).
- Wear clothing that covers as much skin as possible and a wide-brimmed hat, as appropriate to the activity and weather.
- Use sunscreen labelled "broad spectrum" and "water resistant" with a sun protection factor (SPF) of at least 30 on skin not covered by clothing. Apply sunscreen generously and reapply often.
- Avoid getting a sunburn and avoid intentional tanning.
- Health Canada does not recommend the use of tanning equipment (especially for people under the age of 18).

**Protect your eyes**

- Wear sunglasses or eyeglasses with UV protective lenses.
- Wear a wide brimmed hat for added eye protection.

ACTIVITY PROGRAMMING

Physical Activity, Sports, and Recreation in the Academy Setting

This resource has been created for use in the regular physical education program within schools, in which most students participate. The guidelines provided may not be specific enough to meet the needs of specialized athletic programs that are offered in an academy setting. Students in academy settings may be participating in higher-calibre, more intense forms of activities. It should be considered the duty of the teachers and administrators of physical activities in the academy setting to seek out and implement guidelines that are suited to the abilities of the students and that will appropriately minimize the risk of injury to a level acceptable to the students and their parents/guardians.

Teachers and administrators who are looking for safety guidelines for use in an academy setting will find the information in this resource useful but, should also seek out sources that address the level of activity.

The extra-curricular sports content should be reviewed if required. Also, the provincial sport association for the activity should be contacted for safety guidelines appropriate to the level of activity.

Date last revised: November 23, 2022

Activity Selection

Selection of Activities

The outcomes for the K-12 physical education program of studies are prescribed through the curriculum. In addressing student learning outcomes of the prescribed curriculum, teachers may select activities that they consider most appropriate. No single activity is compulsory or required in schools.

Application of Guidelines to Alternative Activities

These guidelines have been developed as an informational resource for teachers to use in various physical activity environments. The intent and scope may be applied to alternative activity times, such as recess, intramural and lunch supervision. They are NOT intended to circumvent or replace existing regulations sanctioned by provincial and national sporting organizations relative to extracurricular activities.

Responsibility for Safety in Achieving Outcomes

Teachers are responsible for assisting students in achieving the general and specific outcomes identified in the program of studies. Some of the specific outcomes focus on student responsibility in relation to safety and personal challenge. These are identified in the program of studies. As these outcomes are achieved, they will assist in creating a safe learning environment. School authorities and teachers are ultimately responsible for ensuring the environment is safe.

What is Exploratory Play?

Exploratory play is a way for children to enhance their risk mastery skills through exploration and play which may, at times, include risk taking and problem solving. Among the benefits of children's engagement in exploratory play, also known as *Risky Play*, are the "lessons for life" that they unconsciously learn while practising handling risks. Children approach the world around them through play; they are driven by curiosity and a need for excitement; they rehearse handling risky real-life situations through exploratory play; and they discover what is safe and what isn't. It can be difficult to let children engage in risky play as it is a parent's instinct to eliminate risk to protect their child.

Although children naturally seek thrilling and risky play, features in the play environment will also affect how they play. The play environment invites and inspires children to certain types of play. It is important that the physical environment provide



sufficient challenge for children to provide interest and engagement in play. A variety of physical challenges provide fun and engaging opportunities to learn. The adult's role is to provide the optimal level of risk for each child where there is an abundance of learning but a risk level low enough that risk of injury is limited. This could include a four-year old climbing onto a low hanging branch while a three year old may swing on it or create a quiet space to rest under the tree branches (Green, 2017).

Studies have shown that playgrounds composed of woods and trees, and the use of playground equipment made from natural materials such as wood and ropes, lead to more enthusiastic, active and challenging play among children. On the other hand, traditional playgrounds with equipment such as jets, roller coasters, bumps, sandboxes and climbing gear feature the least challenging play for children, and the most non-play, such as standing and "hanging around" or just walking around.

Play involving **gross-motor activity** and **basic movements** (e.g., running, jumping, throwing, climbing, crawling, rolling, swinging and sliding) is more dominant among pre-schoolers playing in natural areas compared with those playing in traditional kindergarten playgrounds. Landscape structures such as steep cliffs, large rocks and trees invite and inspire children to challenging climbing and sliding. Natural playgrounds and nature areas are places where a child can face versatile challenges that require **physical and motor skills, risk management** and **emotional regulation**, and which can at the same time provide them with excitement. Playing and moving in a natural environment provides a wide variety of small and large risks that the child must learn to cope with along the way, as well as suitable challenges for everyone, regardless of age, size, skill level or interests.

When developing spaces for play and learning, we should not forget children's need for **thrilling and exciting experiences**. Uneven surfaces, exciting climbing opportunities, steep slopes for sliding, challenging and flexible loose parts and tools, and elements of nature should be part of a child's play environment. This will foster great experiences and excitement in children, as well as teaching them how to handle risk situations and risk management.

Instructional Considerations for All Physical Activities

Skill Progression

- Prior to skills instruction, teachers should outline possible risks of the activity and ensure students understand inherent dangers.
- Teachers should explain and demonstrate how to minimize the risks.
- Skills should be taught in proper progression. Refer to skill progression resources.
- Games and activities should be based on skills that are taught.
- Students should be made aware of the rules of activities or games. It is the duty of the teacher to ensure that their instructions are clear, direct and understood by all students.
- Rules must be enforced.
- Activities and rules should be modified based on the age, ability, skill level, and previous activity level of students as well as on the facilities and equipment available.
- Ensure activities are modified to remove body contact.
- Teachers should stay current with respect to safe activity techniques.

Warm-Up and Cool-Down

- All activity sessions should include appropriate warm-ups and cool-downs.

Eye Protection

- Instruction related to eye protection is recommended for all sports. Special consideration should be given to eye protection for students with pre-existing impaired vision.

Hydration

- Students should be provided with access to water or water bottles and the opportunity to rehydrate during activity.



Safe Use of Equipment

- Safety procedures must be clearly outlined to students.
- Students should be encouraged to report equipment or facility problems to teachers.
- Potentially dangerous and immovable objects (e.g., goal posts or protruding stage) should be brought to the attention of students.
- Students should be made aware that the use of equipment and facilities is prohibited without appropriate supervision.

Inclusion of All Students/Adapted Physical Education

- Teachers should adapt activities to meet the physical and developmental needs of all students to address the learning needs and safety of all participants.

Emergency Preparedness

- Teachers should inform their students of the locations of fire alarms, fire exits and alternative routes from the gymnasium or activity station.
- Teachers should inform students about how to behave in case of an emergency, injury, or incident.
- Universal precautions (e.g., using impermeable gloves) should be followed when dealing with situations involving blood and other bodily fluids.

Teaching for Safety

Class Management

- Teachers should establish routines, rules of acceptable behaviour and student responsibility at the beginning of the year. These must be reinforced at all times throughout the year.
- If the teacher observes unsafe behaviour, they must immediately stop the activity, provide corrective instruction and warn students not to perform that behaviour.
- Teachers should plan lessons to allow for students' gradual progress and skill development; stress the importance of rules and regulations promoting safety in all activities; and emphasize a progressive manner of teaching which may include lead-up games, modification of rules to accommodate ability/age/physical development and available equipment.

Student Readiness for Activities

- At the beginning of each term, teachers must make themselves aware of the medical background and physical limitations of their students. Onus should be on parents to provide teachers with necessary medical information. This includes, but is not limited to, knowledge of students with heart disorders, asthma, epilepsy, diabetes or severe allergies. Each school should develop a process by which medical information is made available to and for teachers.
- Teachers should be vigilant in preventing students from pressuring one another to try skills or activities for which they are not ready.
- When a student verbally or nonverbally displays hesitation, the teacher and student should discuss the reason(s) for doubt. If the teacher believes that a potential hesitancy during the skill could put the student at risk, the student should be directed toward a less advanced skill.

Record Keeping

- Teachers should maintain records of lesson and unit plans to demonstrate that safe progressions have been taught.

Continuing Education

- Teachers should stay current with respect to safe physical activity techniques and practices.



Special Situations

Substitute Teachers

- Substitute teachers may be placed into unfamiliar surroundings and in charge of students whose specific skills and limitations are unfamiliar to them. It is therefore recommended that student activities, when under the supervision of a substitute teacher, be limited to those where the risk of injury is low and individual skill levels are not a risk factor. Games and activities should be based on skills that have been taught. The safety guidelines section for the activity should be included with the lesson plan, and substitute teachers should be aware of restrictions and modifications for students with health or behavioural problems. Substitute teachers should be informed of the whereabouts of a contact teacher or administrator in case of an emergency.

Student Teachers

- Student teachers should not be left to teach an activity alone until the supervisory teacher or principal is confident that the activity will be conducted safely.

Participation with Casts

- Any student with a playing cast should provide a doctor's note or parent/guardian signed permission indicating it is safe for him/her to participate.

Equipment and Facilities for All Physical Activities

Pre-Activity Check

- Teachers should do a pre-activity inspection of facilities and equipment either visually or recorded on a checklist available in the Supplemental Reading section.
- Facility or equipment hazards should be either repaired or removed or use of the facility or equipment discontinued.
- Steps should be taken to report hazards to administration so that they can be repaired or removed.

Condition of Facilities

- An activity area should be free from debris, obstacles, and obstructions and provide safe footing.
- Appropriate measures to protect students from injury by potentially dangerous and immovable objects such as goal posts, or a protruding stage, should be implemented. Measures may include such things as covering the object with protective padding or relocating the activity.

Condition of Equipment

- All equipment should be checked prior to each use to ensure it is in proper working order, and free of defects and repaired as necessary.
- All equipment used must be of a size and mass that is appropriate to the size and strength of the student(s).
- All students should be required to use protective equipment to prevent reasonably foreseeable injury associated with the activity. Protective equipment should be CSA approved (where applicable), appropriate for the activity and suitably sized.
- Dental protection should be considered for contact sports.
- If students are permitted to bring their own equipment (e.g., skis, in-line skates) parents and students should ensure that the equipment is in proper working order and suitable for personal use.
- All equipment should be used only in the manner it was intended and teachers should be aware of the equipment's purpose, its proper operation, and any manufacturer warnings with respect to improper use.
- When using any equipment not described in this document, care must be taken to ensure it is safe for use and does not show signs of deterioration, (e.g., no sharp edges, cracks or splinters).



Clothing, etc.

- Clothing and footwear suitable for the activity should be worn.
- Socks are inappropriate footwear for activities requiring foot traction.
- Wearing jeans or shorts with zippers is not recommended.
- Shorts or sweatpants without pockets, and t-shirts are examples of appropriate clothing as they allow for proper movement and decrease risk of injury.
- Swimsuits are appropriate for aquatic activities.
- Ill-fitting clothing, scarves, draw-strings, and hard soled shoes are not recommended as they can inhibit movement and possibly cause injury during active movement.
- For activities on ice, long pants and long sleeved shirts are recommended.

Helmets

Helmets must be worn for the following activities. Refer to the specific activity section for details on circumstances for use and helmet specifications.

- Broomball
- Cycling
- Horseback riding
- Ice hockey
- In-line skating, 4-wheel roller-skating
- Rock climbing
- Ringette
- Ice skating
- Skateboarding, Scootering
- Skiing (alpine), snowboarding
- Triathlon (must for cycling portion)

Helmets should be worn for the following activities. Refer to the specific activity section for details on circumstances for use and helmet specifications.

- Backpacking and day hiking (in areas with falling rock)
- Ball hockey, floor hockey or gymnasium ringette
- Canoe tripping
- Cricket
- Field hockey
- Kayaking
- Softball, T-ball

Jewellery

- Jewellery, particularly hanging jewelry, should not be worn.
- Jewellery that cannot be removed, and presents a safety concern, should be covered with tape to reduce chances of entanglement.

Hair

- A suitable device to keep hair from obstructing vision should be used (e.g., elastic or soft headband). Metal or other hard objects should not be used.

Eye Glasses

- The wearing of an eyeglass band and/or shatterproof glass or removal of glasses, if vision is adequate, is recommended.
- Parents/guardians must be made aware of safety precautions regarding eyeglasses for some activities.



Orthotic Devices

- Metal or other hard braces (e.g., knee brace) should be covered with a protective cover to prevent injury of other participants during activities where contact may occur.

Cultural Dress

- Where cultural dress presents a safety concern, modifications to the dress should be considered.

Emergency Equipment

- An appropriate First Aid kit should be stocked and accessible.
- Emergency transportation should be available.
- Emergency phone must be accessible.
- A trained individual responsible for providing first aid to injured students should be present during the entire activity.

RELATIONSHIPS IN SPORTS

K - 12 Physical Education Programs

The K-12 aim of the physical education curriculum is to support students in becoming physically educated individuals who have the understandings and skills to engage in movement activity, and the confidence and disposition to live a healthy, active lifestyle.

Unhealthy Relationships in Sports

Bullying in sport and physical activity may appear as:

- Repeated unwarranted yelling directed at the target.
- Continual criticizing of the target's abilities in a hurtful way.
- Repeatedly blaming the target for mistakes.
- Repeatedly making unreasonable demands.
- Repeated insults or put-downs of the target.
- Repeated threats to remove or restrict opportunities of privileges.
- Repeatedly denying or discounting the target's accomplishments.
- Physical violence, or threats of.
- Insulting or threatening emails or texts.

What Players Can Do

- Trust your instincts. If someone is making you or a teammate feel uncomfortable or threatened, don't ignore it. Speak up! Everyone has the right to be treated with respect. Talk to someone you trust - a parent, coach, friend or another player.
- If you are being bullied, document the actions, find advocates and walk away.
- Don't reply to cyberbullying. If you are threatened, keep the message as evidence for police and service providers to help you.
- If you witness bullying:
 - support the person being bullied;
 - don't fight the bully;
 - speak up; and,
 - walk away and get help.

What Teachers and Coaches Can Do

- Recognize that you are role models to players and set a good example.
- Establish open and honest communication between all involved, including parents, players and volunteers.
- Reflect on your own behaviour. Accept feedback without being defensive, and change as needed.
- Don't view screening procedures, policies or training as a threat to your character. View these as



opportunities to learn and a create safe environment.

- Promote healthy relationships by encouraging empathy, kindness, honesty and respect.

School-based approaches that incorporate a whole-school approach to healthy relationships appear to be the most effective at reducing bullying.¹

Adapted from: [Bullying Prevention in Sports](#). Government of Alberta.

¹Hutchings, J. & Clarkson, S. *Introducing and Piloting the KiVa bullying prevention programme in the UK. Educational & Child Psych.* 2015; 32(1).

Need more information?

- [Deepening the Discussion: Gender and Sexual Diversity Toolkit](#)
- [2SLGBTQ+ Inclusion in School-Based Physical Activity Programs](#)

Date last revised: May 25, 2023

INCLUSIVE EDUCATION

What is Inclusion?

In Saskatchewan “inclusive education” is used to describe education for students with diverse backgrounds who may or may not require additional supports or may or may not have a diagnosis. The ministry defines inclusive education as “providing equitable treatment and appropriate, high quality education to all students. It encompasses a blend of philosophical beliefs, practices and processes to create flexible support systems and learning environments based on students’ strengths, abilities, interests and needs.

Key Principles and Core Beliefs of Inclusive Education

- All students and families are welcomed and respected.
- All students have opportunities to experience positive interpersonal interactions that support the development of authentic relationships.
- All students have access to activities that promote positive self-esteem, engagement and a sense of belonging.
- Individual interests, backgrounds, life experiences and identities are valued.
- Schools engage parents/guardians in meaningful ways (e.g., parents/guardians are provided ways to support their child’s learning and development).
- Curricula are used as the starting point for developing and implementing adaptations to support student learning. This may include referring to previous grade-level curricula to support individualized learning needs.
- Differentiated instruction is used, including multi-level instructional approaches, so all learners in a classroom can participate and are engaged (see [Responsive Instruction: Classroom level Supports](#): Module 1 - Multi-Level Instruction - Planning for Student Diversity).
- Learning opportunities are provided that are:
 - challenging;
 - engaging;
 - culturally and linguistically affirming and responsive;
 - developmentally fitting; and,
 - age appropriate.
- Barriers to learning are reduced or eliminated by:
 - providing access to appropriate learning opportunities and resources (see The Adaptive Dimension for Saskatchewan K-12 Students;
 - identifying and implementing supports (including technology) to optimize student learning; and,



- supporting the development and attainment of competencies and independence.
- School, classroom, common learning areas and other learning spaces: provide emotionally safe environments; acknowledge the cultures, languages and backgrounds of students and families; and incorporate physical adaptations as necessary.

How We Talk About Disabilities

Words can shape our ideas, perceptions, and attitudes about ourselves and others. Using language that puts people first acknowledges that individuals with disabilities are first, and foremost, people (e.g., use '*a student with a disability*' rather than '*a disabled student*').

When discussing specialized supports and services, it may be more helpful to describe what the student needs - based on their strengths, challenges, interests and experiences - rather than focusing on their disability.

MEDICAL CONDITIONS

Anaphylaxis

What is Anaphylaxis?

Anaphylaxis is the occurrence of a severe allergic reaction that is triggered when a person's immune system detects harmful / potentially harmful proteins (allergens) and responds defensively. Symptoms can start within minutes of exposure to an allergen, but can take up to several hours in some cases. In either case, anaphylaxis should be treated seriously as it can be fatal if not treated appropriately.

Signs & Symptoms

Symptoms can vary from person to person. The same person can have different symptoms each time they have a severe allergic reaction. An anaphylactic reaction can take place without hives, so look out for any of the signs of a severe allergic reaction. Symptoms of a severe allergic reaction can include any of the following¹:

- **Subjective general symptoms**
 - Restlessness
 - Abnormal tiredness in children
 - Paresthesias or itching of palms, soles of feet, or in anogenital region
 - Metallic or fishy taste in the mouth
 - Visual disturbances
 - Feelings of anxiety
- **Skin**
 - Generalized pruritus (severe itching)
 - Disseminated weals (hives)
 - Circumscribed tissue angioedema (localized swelling, e.g. of the eyelids, lips)
 - Episodic reddening (flushing)
- **Gastrointestinal tract**
 - Nausea, vomiting
 - Stomach cramps, colic
 - Diarrhea, voiding of feces and/or urine
- **Airways**
 - Rhinoconjunctivitis (irritated nose and eyes)
 - Dyspnea (shortness of breath)
 - Wheezing
 - Asthma attack
 - Blocking of upper trachea, glottal edema (a feeling of obstruction of the throat)
 - Respiratory arrest



- **Cardiovascular system**

- Palpitations and tachycardia (fast heart rate)
- Drop in blood pressure
- Collapse, circulatory shock, cardiac arrhythmia

First Aid for Anaphylaxis

A severe allergic reaction can be life threatening. It is important to respond quickly and follow these emergency steps:

- **Give epinephrine auto-injector** (e.g. EpiPen® or Allerject™) at the first sign of a known or suspected severe allergic reaction.
- **Call 9-1-1** or your local emergency service. Tell them someone is having a severe allergic reaction.
- **Give a second dose of epinephrine** as early as 5 minutes after the first dose if there is no improvement in their symptoms.
- **Go to the nearest hospital immediately (by ambulance if possible)** even if symptoms are mild or have stopped. The reaction could get worse or come back, even after proper treatment. Stay in the hospital for observation for as long as the emergency department physician suggests (generally about 4 to 6 hours).
- **Call emergency contact person (e.g. parent, guardian).**

Preventing Anaphylaxis

Most students are aware of existing allergies, particularly to more common allergens such as:

- **Food** - nuts, fruit
- **Environment** - pollen, plants, insects
- **Animals** - cats, dogs

Efforts should be made to avoid or limit exposure to these allergens.

Asthma

What is Asthma?

Asthma is a common chronic condition that causes your airway to narrow and swell. You may experience symptoms such as shortness of breath, tightness in the chest, coughing and wheezing.

Common Causes

The exact etiology of Asthma is still unknown, but health experts believe that a combination of genetic, environmental and immune factors contribute to the inflammatory response that affects breathing.

- **Family history.** Asthma may run in families (inherited). If this is the case in your family, your child may be more likely than other children to develop long-lasting (chronic) inflammation in the bronchial tubes.
- **Immune system.** In some children, immune system cells release chemicals that cause inflammation in response to certain substances (allergens) that cause allergic reactions. Studies show that exposure to allergens such as dust mites, cockroaches and animal dander may influence asthma's development. Asthma is much more common in children with allergies (atopic children), though not all children with allergies develop asthma. And not all children with asthma have allergies.
- **Environment.** Environmental factors and today's germ-conscious lifestyle may play a role in the development of asthma. Some experts believe there are more cases of asthma because of pollution and less exposure to certain types of harmful bacteria and other germs. As a result, children's immune systems may develop in a way that makes it more likely they will also develop allergies and asthma.

Signs & Symptoms

The frequency and severity of the symptoms of asthma, and asthma attacks, can vary greatly from person to person.

Symptoms may include:

- **Wheezing** - a whistling noise of varying loudness that occurs when the airways of the lungs (bronchial tubes) narrow.
- **Coughing** - which is the only symptom for some children.



- **Chest tightness.**
- **Shortness of breath** - rapid, shallow breathing or difficulty breathing.
- **Sleep disturbance.**
- **Tiring quickly** during exercise.

First Aid for Asthma

The treatment and management of asthma is often an ongoing process consisting of lifestyle and medication planning. Acute asthma attacks are best managed with medications including:

- **Inhaled steroids (corticosteroids).** These are for long-term treatment of asthma and are usually taken every day. They reduce airway inflammation.
- **Short-acting beta2-agonists and anticholinergics (quick-relief medicines).** These are used for asthma attacks. They relax the airways, allowing easier breathing.
- **Oral or injected steroid medicines.** These may be used to get asthma under control before a person starts taking daily medicine.

Preventing Asthma

For people who have asthma symptoms during exercise, using asthma-controlling medicine before exercise may help reduce symptoms, especially in cold, dry weather. For these people, some asthma experts recommend the following:

- Avoid exposure to air pollutants and allergens whenever possible. Exercise indoors when air pollution levels are high.
- Wear a mask or scarf wrapped around your nose and mouth if you are exercising in cold weather. This may help warm and moisten the air you breathe in.
- Exercise slowly for the first 10 to 15 minutes.

If a student has exercise-induced asthma, be sure to know when their daily medicines should be given and what to do if they have an asthma attack, especially before and during physical exercise. Their asthma action plan provides this information. School officials need to know the early warning signs of an asthma episode, how medications are used, and how to administer the medications. Physician information should also be included in a student's asthma action plan in more severe cases.

Adapted from: [Asthma](#). HealthLink BC.

Atlantoaxial Instability

What is Atlanto-Axial Instability?

Atlanto-Axial Instability (AAI), or neck instability, is an uncommon condition but can have serious consequences. Though this condition can occur in anyone, it is more common in people with Down's Syndrome. While between 10 and 24% of people with Down's Syndrome have an unstable neck joint, only 1% develop symptoms of neck instability.

The joints at the top of the spine and at the base of the skull allow us to shake and nod our heads. In people with Down's syndrome, the ligaments (tissue that connects one bone to another bone thus holding a joint together) are stretchier. Therefore, joints may be looser and more flexible which can lead to slippage of the vertebrae.

Problems can develop if a vertebra slips too far and puts pressure on the nerves in the spinal cord. It can, in extreme cases, lead to sudden neck dislocation though this is rare. Slippage of the vertebrae can happen very gradually due to day-to-day wear and tear or it can happen suddenly as a result of a severe jolt or high impact.

As long as they are physically capable, a person with Down's syndrome can play any sport they want. People with Down's syndrome are often encouraged to participate in sports at a young age, to help build muscle tone, which can be naturally lower in people with Down's syndrome.¹



Signs & Symptoms

Evidence suggests that most people with Down's syndrome develop certain mild symptoms / warning signs before long-term damage takes place. These are:

- Pain at a spot near the hard bump behind the ear
- A stiff neck, which does not get better quickly
- Unusual head posture
- Changes in the way a person walks so that they may look unsteady on their feet
- Change in a person's ability to manipulate things with their hands

First Aid for AAI

If a person shows any of these symptoms, they should be checked out by a doctor as soon as possible. **If the symptoms come on suddenly, the person should be taken to the Emergency Department.**

Adapted from: [For Families and Carers: Neck Instability](#). Down's Syndrome Association, UK.

¹ [Can People With Down's Syndrome Play Sports?](#) Canadian Down's Syndrome Society.

Date last revised: November 23, 2022

Dehydration

What is Dehydration?

Dehydration is an imbalance of fluids in the body whereby more water is excreted than is taken in. This can occur when a person does not drink enough fluid, or when excessive fluid is lost due to vomiting, diarrhea, and other illness.

Our bodies are continually losing fluids via sweat, urine, breathing, etc. These fluids are replaced when we eat and drink, and the body naturally balances input and output as needed. Minerals in the body, such as sodium, potassium and chloride, help to keep a healthy fluid balance.

Dehydration can happen slowly or quickly, depending on how the fluid is lost and the age of the child. Younger children and babies are more likely to become dehydrated than older children. This is because their bodies are smaller and they have smaller fluid reserves. Older children and teens can more easily handle minor fluid imbalances.

Signs & Symptoms

Common signs and symptoms of dehydration include:

- dry, cracked lips and dry mouth
- a decrease in normal urine output, no urine for eight to 12 hours, or dark-coloured urine
- a decrease in sweat production
- drowsiness or irritability
- cold or dry skin
- low energy levels or weakness

Clinical Dehydration Scale¹

	0	1	2
General Appearance	Normal	Thirsty, restless, or lethargic but irritable when touched	Drowsy, limp, cold, sweaty
Eyes	Normal	Slightly sunken	Very sunken
Mucosal Membranes*	Moist	Sticky	Dry
Tears	Present	Decreased	Absent

* Mucous membranes include the moist lining of the mouth and eyes.

Score: 0 = no dehydration

Score: 1-4 = some dehydration

Score: 5-8 = moderate-to-severe dehydration



First Aid for Dehydration

Treatment for dehydration is based on the degree to which a person is dehydrated.

Moderate to severe dehydration (Score: 5-8)

Seek medical help as soon as possible.

Mild dehydration (Score 1-4)

Provide the person with a non-carbonated fruit juice or sports beverage to replace the water and salts they have lost. For younger children, oral rehydration solutions such as Pedialyte, Gastrolyte, Enfalyte or other brands contain a properly balanced amount of water, sugars and salts to help the body absorb the fluid. Continue to monitor their condition and seek medical help if their condition worsens.

Water alone is not enough as it lacks sugars and salts (electrolytes) which are needed for the body to absorb fluid.

No dehydration (Score 0)

Ensure adequate intake of fluids regularly during activity and in hot weather.

Preventing Dehydration

Dehydration can be prevented by ensuring adequate fluid intake and proper nutrition. Water is typically enough to maintain hydration if the body receives the required minerals from food. Caffeinated and carbonated beverages can increase fluid-loss, so it's best to avoid these during physical activity.

Diabetes

What is Diabetes?

Type 1

- Type 1 diabetes is a disease in which the pancreas does not produce any insulin. Insulin is an important hormone that helps your body to control the level of glucose (sugar) in the blood. Type 1 diabetes is treated with insulin injected into the body, and a healthy lifestyle.
- The cause of type 1 diabetes remains unknown. It's **not** caused by eating too much sugar and is not preventable. Researchers believe that type 1 diabetes occurs when the body's immune system destroys the cells that make insulin.
- The symptoms of type 1 diabetes can develop quickly. Most people with type 1 diabetes are diagnosed in childhood and early adulthood, but it can appear at any age.

Type 2

- Type 2 diabetes is caused by several different risk factors. Some of these factors can be controlled or managed (like high blood pressure or smoking) while other factors (like having a higher-risk ethnic background) can't be controlled.
- Type 2 diabetes is a disease in which the body cannot make enough insulin, or the body does not properly use the insulin it makes. Insulin is a hormone that helps the body to control the level of sugar in the blood.
- As a result, glucose builds up in the blood instead of being used for energy. If left unmanaged, excess sugar in the blood can eventually cause problems and lead to serious health complications.
- Many people don't present any symptoms, which means some people can live with type 2 diabetes for many years without knowing it.

Signs & Symptoms

Low Blood Sugar

A person may have these symptoms when their blood sugar has dropped below 4.0 millimoles per litre (mmol/L). When someone has had diabetes for many years, they may not always develop symptoms of mild low blood sugar.



Some young children with diabetes cannot recognize symptoms of low blood sugar, but sometimes others can. To be safe, a blood sugar test should be performed whenever low blood sugar is suspected in a child.

Symptoms may include:

- Sweating (almost always present). Check for sweating on the back of the neck at their hairline.
- Nervousness, shakiness and weakness.
- Extreme hunger and slight nausea.
- Dizziness and headache.
- Blurred vision.
- A fast heartbeat and feeling anxious.

These symptoms may go away shortly after eating food that contains sugar.

Symptoms of moderate low blood sugar

If one's blood sugar continues to drop, their behaviour may change. Symptoms may include:

- Inability to concentrate.
- Confusion and irritability.
- Slurred speech.
- Unsteadiness when standing or walking.
- Muscle twitching.
- Personality changes, such as anger or crying.

Symptoms of severe low blood sugar

Symptoms of severe low blood sugar include:

- Seizure.
- Loss of consciousness (coma).
- Stroke.
- Death.

High Blood Sugar

High blood sugar (hyperglycemia) is most often seen in people who have diabetes that isn't well controlled. The symptoms of high blood sugar can be mild, moderate, or severe.

Mildly high blood sugar

If a person's blood sugar levels are consistently higher than their target range, they may have mild symptoms of high blood sugar. They may urinate more than usual if they consume plenty of liquids. Some people who have diabetes may not notice any symptoms when their blood sugar level is in this range. The main symptoms of high blood sugar are:

- Increased thirst.
- Increased urination.
- Weight loss.
- Fatigue.
- Increased appetite.

Young children are unable to recognize symptoms of high blood sugar. If they don't drink enough liquids to replace the fluids lost from high blood sugar levels, they can become dehydrated. Young children can become dehydrated very quickly.

Symptoms of dehydration include:

- A dry mouth and increased thirst.
- Warm, dry skin.

Moderate to severe high blood sugar

Moderate to severe symptoms of high blood sugar include:

- Blurred vision.



- Extreme thirst.
- Light-headedness.
- Flushed, hot, dry skin.
- Restlessness, drowsiness, or difficulty waking up.

If a person's body produces little or no insulin (people with type 1 diabetes and some people with type 2 diabetes), they also may have:

- Rapid, deep breathing.
- A fast heart rate and a weak pulse.
- A strong, fruity breath odour.
- Loss of appetite, belly pain, and/or vomiting.

If their blood sugar levels continue to rise, they may become confused and lethargic. Loss of consciousness is also possible when blood sugar levels are very high.

First Aid for Diabetes

Low Blood Sugar

If low blood sugar is suspected, remember the "rule of 15":

- Check blood sugar if a meter is available. If below 4.0 millimoles per litre (mmol/L), consume 15 g of glucose, sucrose tablets, or 'fast sugars' (fruit juice, etc).
- Wait 15 minutes.
- If blood sugar is still below 4.0 millimoles per litre (mmol/L), consume 15 g of glucose, sucrose tablets, or 'fast sugars'.
- Continue with 15 g every 15 minutes until blood sugar returns to a safe target range (4.0 millimoles per litre (mmol/L) or higher).
- If blood sugar does not increase, or remains below 4.0 millimoles per litre (mmol/L) and the person is becoming sleepy or less alert, **get immediate emergency medical assistance.**

High Blood Sugar

If high blood sugar is suspected:

- Administer missed medication, if applicable.
- If symptoms become more noticeable or blood sugar level continues to rise and the person begins to feel drowsy or loses consciousness, **get immediate emergency medical assistance.**

Prevention of Diabetes

Though diabetes can't necessarily be prevented, there are many things a person with diabetes can do to minimize the onset of a diabetic episode.

Type 1

Type 1 diabetes can be managed by:

- taking insulin as recommended (and other medications, if prescribed by your doctor);
- monitoring your blood sugar levels regularly using a home blood glucose meter;
- eating healthy meals and snacks;
- enjoying regular physical activity;
- aiming for a healthy body weight; and,
- managing your stress effectively.

Type 2

Type 2 diabetes can be managed by:

- eating healthy meals and snacks;
- enjoying regular physical activity;



- monitoring your blood sugar with a home blood glucose meter;
- aiming for a healthy body weight;
- taking diabetes medications including insulin, if prescribed by your doctor; and,
- managing stress effectively.

Epilepsy & Seizures

What is Epilepsy?

The term "epilepsy" refers to a common neurological condition that causes repeated seizures. Seizures happen when an abnormal surge of electrical activity occurs in a person's brain. This overload may be isolated to a small area of the brain, or it can affect the whole system. These events may cause problems with muscle control, movement, speech, vision, or awareness, and can change behaviour.

Doctors often do not know what causes epilepsy - less than half of people with epilepsy know why they have it. In many cases, seizures may be caused by other factors such as head injuries, brain tumours, brain infection or stroke.

Types of Seizures

Generalized Tonic-Clonic Seizures

- The ones most people tend to think of relating to epilepsy.
- Causes convulsions that last from 2 to 5 minutes.
- Complete loss of consciousness.
- Muscle spasms.

Absence Seizures

- Blank stare or loss of awareness lasting only a few seconds.

Partial Seizures

- Involuntary arm or leg movements.
- Distorted sensations or a period of automatic movements in which awareness is blurred or completely absent.

Signs & Symptoms

The main symptom of epilepsy is repeated seizures that happen without warning. Without treatment, seizures may continue and become worse and more frequent over time.

There are different kinds of seizures. A person may have only one type of seizure. Some people have more than one type. Depending on what kind of seizure a person has:

- Their senses may not work right. For example, they may notice strange smells or sounds.
- They may lose control of their muscles.
- They may fall down, and their body may twitch or jerk.
- They may stare off into space.
- They may faint (lose consciousness).

Not everyone who has seizures has epilepsy. Sometimes seizures happen because of an injury, illness or another problem. In these cases, the seizures stop when that problem improves or goes away.

First Aid for Epilepsy

Depending on the type of seizure a person has, first aid may not be necessary. In general, assist the person by protecting them from their surroundings and injury.

- **Do not** put anything in their mouth.
- **Do not** try to hold their tongue - they won't swallow it.
- **Do not** try to give liquids during or immediately after a seizure. Wait a few minutes until they recover.
- **Do not** use artificial respiration unless their breathing stops after the convulsive episode, or unless water has been inhaled.



- **Do not restrain them.** Help them to the ground and place something soft under their head.
- If this is their first seizure, they should be seen by a medical professional.

Preventing Epilepsy

Since the cause of epilepsy is often not clear, it is generally not possible to prevent it.

Head injury, a common cause of epilepsy, may be preventable. Always wear your seat belt in the car and a helmet when riding a bike or motorcycle, skiing, skating or horseback riding.

Friction Blisters

What are Friction Blisters?

Friction blisters are fluid-filled bumps that look like bubbles on the skin. Blisters often develop on high-friction parts of the foot that rub against the inside of shoes or boots. Blisters form as the result of heat from shearing forces within the skin that cause cellular distortion and eventual cell death of the middle layers of skin.

The extent of skin shear resulting in blister formation is influenced by a number of factors such as fit of footwear, fabric of socks and liners, moisture levels, and breathability of footwear.

Signs & Symptoms

Friction blisters begin as tenderness or sensitivity at high-friction points of skin such as the heel and sides of the foot. As friction continues, the skin becomes inflamed and eventually develops a pustule (blister).

First Aid for Blisters

- A small, unbroken blister about the size of a pea, even a blood blister, will usually heal on its own. Use a loose bandage to protect it. Avoid the activity that caused the blister.
- If a small blister is on a weight-bearing area like the bottom of the foot, protect it with a doughnut-shaped moleskin pad. Leave the area over the blister open.
- If a blister is large and painful or inhibits movement, it may be best to drain it. A safe method is to:
 - Wipe a needle or straight pin with rubbing alcohol or heat it with a flame.
 - Gently puncture the edge of the blister.
 - Press the fluid in the blister toward the hole so it can drain out.
 - If a person has a condition such as diabetes, HIV, cancer or heart disease, you do not want to drain a blister because of the risk for infection.
- After draining a blister, or if it has torn open:
 - Gently wash the area with clean water. Do not use alcohol, iodine, or any other cleanser.
 - **Don't remove the flap of skin** over a blister unless it's very dirty or torn or there is pus under it. Gently smooth the flap over the tender skin.
 - Apply a thin layer of petroleum jelly, such as Vaseline®, and a non-stick bandage.
 - Change the bandage once a day or anytime it gets wet or dirty. Remove it at night to let the area dry.
- Watch for a skin infection while the blister is healing. Signs of infection include:
 - Increased pain, swelling, redness, or warmth around the blister.
 - Red streaks extending away from the blister.
 - Pus draining from the blister.
 - Fever.

Preventing Friction Blisters

Don't wear cotton socks during physical activity. Wear moisture-wicking socks made of synthetic material or wool to allow sweat and moisture to dissipate.

Proper-fitting footwear that has been broken in and taping / patching high-friction areas of the foot have been shown to decrease incidence of foot blisters.¹



Adapted from: [Blisters](#). HealthLink BC.

¹ M. D. Hoffman. *Etiological Foundation for Practical Strategies to Prevent Exercise-Related Foot Blisters*. [Review].

2016. *Current Sports Medicine Reports*. 15(5):330-5.

Date last revised: December 7, 2023

Frostbite

What is Frostbite?

Frostbite is a physical injury to skin and tissues caused by exposure to extreme cold temperatures or by contact with extremely cold objects (particularly metals). Frostbite occurs when skin and tissue temperature falls below freezing (0°C / 32F) and obstructs blood flow. Constricted blood vessels can be severely and permanently damaged and blood circulation may stop in the affected tissues.

In severe cases of frostbite, skin and tissues may be damaged without any pain being felt. Frostbitten skin is highly susceptible to infection and the development of gangrene (localized tissue death due to blood loss).

Signs & Symptoms

- Affects extremities first (i.e., finger tips, ears, nose, toes).
- Change in skin colour from red to blue or white as symptoms worsen.
- In severe frostbite, blisters may form or skin may turn black as necrosis (tissue death) sets in.

First Aid for Frostbite

- Check for signs of hypothermia, and seek medical help if required.
- Assess and monitor ABCs (Airway, Breathing, Circulation).
- **Do not** attempt to warm the affected frostbitten areas directly.
- **Do not rub the affected areas** or apply dry heat.
- If possible, move the person indoors or to a warm, dry area.
- Remove wet clothing.
- Wrap the person in blankets or other dry materials to insulate against heat loss to the air and ground.
- Avoid direct heat, such as open flame or fire, which can burn the skin.
- If skin has become raw or blistered, loosely cover the affected area with a dry sterile dressing. Place gauze between the fingers and/or toes to absorb fluids and prevent sticking together.
- Provide warm, non-alcoholic, non-caffeinated beverages if safe to do so. Do not force oral fluids if the person is unconscious or convulsing.

Preventing Frostbite

Frostbite can be prevented by wearing proper clothing and footwear. Extremities such as hands, feet, ears, and nose are most susceptible to cold temperatures. Moisture reduces the insulating value of clothing, so it is important to choose the right garment for the activity. Cotton fibres retain moisture, therefore cotton socks should be avoided due to their retention of sweat. Wool and synthetic fibres are preferred to help wick and dissipate moisture from the skin.

Stay dry, seek shelter when needed, and be active/keep moving (without breaking a sweat) unless you need to preserve energy.

Heat Exhaustion

What is Heat Exhaustion?

Heat exhaustion is a heat-related illness that occurs when the body becomes excessively hot and loses fluids by sweat faster than can be replaced, or when the body cannot transfer heat effectively because external heat gain is excessive. Heat exhaustion is not the same as heatstroke, which is much more serious. Heatstroke can lead to problems with many different organs and can be life-threatening.



A high body temperature (hyperthermia) can develop rapidly in extremely hot environments, or during physical activity in hot temperatures.

Signs & Symptoms

- Heat rash (prickly heat) - occurs when the sweat ducts to the skin become blocked or swell, causing discomfort and itching.
- Heat cramps - occur in muscles after exercise because sweating causes the body to lose water, salt and minerals (electrolytes).
- Heat edema (swelling) - can occur in the legs and / or hands when you sit or stand for a long time in a hot environment.
- Heat tetany (hyperventilation and heat stress) - usually caused by short periods of stress in a hot environment.
- Heat syncope (fainting) - occurs from low blood pressure when heat causes the blood vessels to expand (dilate) and body fluids move into the legs because of gravity.
- Heat exhaustion (heat prostration) - generally develops when a person is working or exercising in hot weather and does not drink enough liquids to replace those lost liquids.
- Heatstroke (sunstroke) - occurs when the body fails to regulate its own temperature and body temperature continues to rise, often to 40.6°C (105°F) or higher.

First Aid for Heat Exhaustion

It's best to take measures to prevent heat exhaustion. Drink plenty of non-carbonated, non-caffeinated fluids and limit exposure to heat. Limit or avoid strenuous activity during hot or humid weather, particularly during the hottest part of the day between 11 am and 3 pm.

If signs of heat exhaustion appear, have the person stop their activity immediately, cool them down and give them cold, non-caffeinated fluids to drink.

Preventing Heat Exhaustion

- Drink plenty of fluids, enough so that your urine is light yellow or clear like water.
- Drink plenty of water before, during and after you are active. This is very important during physical activity in hot weather.
- During hot weather, wear light-coloured clothing that fits loosely and a hat with a brim to reflect the sun.
- Limit or avoid strenuous activity during hot or humid weather, especially during the hottest part of the day (11 am to 3 pm). Heat exhaustion and heatstroke usually develop when you are working or exercising in hot weather. Humidity makes hot weather even more dangerous.
- Try to stay cool during hot weather. Stay indoors - visit public spaces that have air conditioning.

Adapted from: [Heat Exhaustion: Care Instructions](#). Government of Alberta.

Date last revised: November 23, 2022

Hypothermia

What is Hypothermia?

Hypothermia is a medical condition that occurs when the body loses heat faster than it can produce, causing the core temperature to fall dangerously below normal (36.9°C / 98.6F).

In moderately cold environments, the body's core temperature does not usually fall more than 1°C to 2°C below normal because of the body's ability to adapt. In extreme cold, and without adequate clothing (insulation), the body is unable to compensate for heat loss causing the body's core temperature to fall. The first sign of hypothermia is the sensation of cold, followed by tingling pain, that occurs in the extremities and exposed areas.



As heat loss continues, the pain may become numbness and eventually loss of feeling. At this point, permanent damage to tissues can occur.

As the body's temperature falls below 35°C / 95F, muscle weakness, confusion, and drowsiness are experienced. A further decrease in temperature can lead to coma (27°C / 82F), cardiac arrest (20°C / 68F) and at 17°C / 63F the brain's function ceases.

Signs & Symptoms

Stage	Core Temperature	Signs & Symptoms
Mild Hypothermia	37.2-36.1°C (99 - 97°F)	Normal, shivering may begin.
	36.1-35°C (97 - 95°F)	Cold sensation, goose bumps, unable to perform complex tasks with hands, shivering can be mild to severe, hands numb.
Moderate Hypothermia	35-33.9°C (95 - 93°F)	Shivering, intense, muscles incoordination becomes apparent, movements slow and laboured, stumbling pace, mild confusion, may appear alert. Use sobriety test, if unable to walk a 9 meter (30 foot) straight line, the person is more likely hypothermic.
	33.9-32.2°C (93 - 90°F)	Violent shivering persists, difficulty speaking, sluggish thinking, amnesia starts to appear, gross muscle movements sluggish, unable to use hands, stumbles frequently, difficulty speaking, signs of depression, withdrawn.
Severe Hypothermia	32.2-30°C (90 - 86°F)	Shivering stops, exposed skin blue or puffy, muscle coordination very poor, inability to walk, confusion, incoherent/irrational behaviour, but may be able to maintain posture and appearance of awareness
	30-27.8°C (86 - 82°F)	Muscle rigidity, semiconscious, stupor, loss of awareness of others, pulse and respiration rate decrease, possible heart fibrillation.
	27.8-25.6°C (82 - 78°F)	Unconscious, a heart beat and respiration erratic, a pulse may not be obvious.
	25.6-23.9°C (78 - 75°F)	Pulmonary edema, cardiac and respiratory failure, death. Death may occur before this temperature is reached.

First Aid for Hypothermia

- Seek medical help **immediately**.
- Remove all wet clothing.
- Wrap the person in blankets or other dry materials to insulate against heat loss to the air and ground.
- Apply warming devices to the person's core, *not to their extremities*. Body-to-body contact provides a safe heat source.



- DO NOT rewarm the person too quickly (e.g., do not use a heating lamp or soak in a hot bath).
- Provide warm, non-alcoholic, non-caffeinated beverages if safe to do so. Do not force oral fluids if the person is unconscious or convulsing.
- Perform CPR if the victim stops breathing.
- NB: Respiratory rate and pulse may slow in hypothermic states.

Preventing Hypothermia

Hypothermia can be prevented by wearing proper clothing and footwear. Extremities such as hands, feet, ears and nose are most susceptible to cold temperatures. Moisture reduces the insulating value of clothing, so it is important to choose the right garment for the activity. Cotton fibres retain moisture and sweat, therefore cotton socks should be avoided during physical activity. Wool and synthetic fibres are better at wicking moisture away from the skin. Stay dry and seek shelter when needed. Be active/keep moving (without breaking a sweat) unless you need to preserve energy.

Lice & Sports Helmets

What are Head Lice?

The head louse is a parasitic insect that can be found on the head, eyebrows, and eyelashes of people. Head lice feed on human blood several times a day and live close to the human scalp. Lice do not survive away from the scalp more than 1 to 2 days without a blood meal.¹

With the increased use of helmets for head protection in sporting activities, the transmission of head lice through the sharing of helmets has become a concern.

Do head lice spread disease?

No. Head lice should not be considered as a medical or public health hazard. Head lice are not known to spread disease. Head lice can be an annoyance because their presence may cause itching and loss of sleep. Sometimes the itching can lead to excessive scratching that can sometimes increase the chance of a secondary skin infection.

How are Head Lice Spread?

Head lice are spread by direct contact with the hair of an infested person. Head-to-head contact with an already infested person is the most common way to get head lice. Head-to-head contact is common during play at school, at home and elsewhere (sports activities, playground, slumber parties or camp). Although uncommon, lice can be transmitted by contact with clothing (such as hats, scarves, coats) or other personal items (such as combs, brushes or towels).¹ Personal hygiene or cleanliness in the home or school has nothing to do with getting head lice.

Treatment

Treatment of head lice can be started with over-the-counter 1% permethrin lotion or with pyrethrin combined with piperonyl butoxide, both of which have good safety profiles.

For lice resistant to over-the-counter medications, treatment options include spinosad suspension, benzyl alcohol lotion, malathion, and ivermectin lotion which are ovicidal, and a single treatment may be adequate, though no treatment is 100% ovicidal.¹

Head Lice and Helmets

Head lice feet are specially adapted for holding onto human hair. Head lice would have difficulty attaching firmly to smooth or slippery surfaces like plastic, metal, polished synthetic leathers and other similar materials. This makes it very hard for them to adhere to the materials in helmets and very easy to remove.

Cleaning Helmets

To clean helmets between uses by different students:

- Wipe helmet linings with a damp cloth to remove any lice or nits left inside. More vigorous cleaning is not recommended because this can cause damage to the helmet.
- Clean and disinfect with benzalkonium chloride or rubbing alcohol.



Barriers to Prevent Contact with Helmet

Disposable shower caps or inexpensive liners can be worn under helmets as a further precaution.

Sunburn

What is Sunburn?

Sunburn is skin damage from the sun's ultraviolet (UV) rays. Most sunburns cause mild pain and redness but affect only the outer layer of skin (first-degree burn). The red skin might hurt when you touch it. These sunburns are mild and can usually be treated at home.

Skin that is red and painful and that swells up and blisters may signify that deep skin layers and nerve endings have been damaged (second-degree burn). This type of sunburn is usually more painful and takes longer to heal.

Risk Factors

Skin Type

A person's skin type affects how easily they can be sunburned. People with fair or freckled skin (less melanin), blond, or red hair, and blue eyes usually sunburn more easily. A person's age also affects how their skin reacts to the sun. The skin of children younger than 6 and adults older than 60 is more sensitive to sunlight.

Time of day

The likelihood of sunburn is greater between 11 a.m. and 3 p.m. when the sun is at its strongest.

Proximity to reflection

Being on or near reflective surfaces such as water, snow, ice or white sand can increase concentrated sunlight exposure.

Altitude

UV exposure increases ~4% for every 300 m (1,000 ft) gain in elevation as the atmosphere thins.

Signs & Symptoms

- Skin redness and mild tenderness (first-degree)
- Extreme skin redness and painful to touch. Blisters and subsequent peeling can occur (second-degree)
- Heat exhaustion and heat stroke may also be present

First Aid for Sunburn

If a person begins to show signs of sunburn, have them move to a shaded area and apply or reapply sunscreen with an SPF of 30 or greater. If their skin is uncomfortably tender, a mild anaesthetic lotion like Solarcaine® can be used to soothe the irritation.

Preventing Sunburn

Sunlight is necessary for human health, so it's not always possible (or wise) to avoid the sun. It's best to protect exposed skin when spending time in the sun by:

- Wearing a hat
- Wear long sleeves
- Apply sunscreen with SPF 30
- Wear sunglasses



AEROBIC ROUTINE

RISK LEVEL: LOW

GRADES K-12

EQUIPMENT/FACILITIES

- Free weights and stationary bicycles should not to be used at the elementary school level.
- Steps and other portable equipment should be equipped with a non-slip tread and be size-appropriate.
- Tubing/elastic strips should be of a proper tension and length for skill level of student.
- A padded mat should be placed directly below high apparatus, e.g., chin-up bar, peg board.

SPECIAL RULES/INSTRUCTION

- Students should be instructed in the proper use of exercise equipment before using it, e.g., stationary bicycle, medicine ball, chinning bar, tubing, free weights, etc.
- Teachers should encourage development of overall muscular conditioning.
- Teachers should encourage correct body alignment and form.
- Teachers should encourage students to work at personal levels of intensity.
- Teachers should encourage students to participate at their level of comfort, focusing on participation, not performance.
- Teachers should understand and explain concepts of personal levels of intensity while performing exercises.
- Teachers should have knowledge in exercise program planning and progression.

SUPERVISION

- Constant visual supervision is recommended for Pre-Kindergarten use of any elevated equipment.
- On-site supervision is recommended during initial skill instruction.
- Proximity supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

ARCHERY

GRADES 4 – 12

Risk Level: High: Archery is not sanctioned in Kindergarten to Grade 3 and is a high risk activity in Grades 4-12. This activity requires an informed consent form filled out and turned in for each student before they can participate. Permission is required by completing and receiving approval on Form 215-1. This activity requires all instructors to be fully certified as a NASP Basic Archery Instructor.

EQUIPMENT

- As per NASP Basic Archery Instructor Training. Only NASP certified equipment to be used.

FACILITIES

- As per NASP Basic Archery Instructor Training.

SPECIAL RULES / INSTRUCTION

- As per NASP Basic Archery Instructor Training.

SUPERVISION

- As per NASP Basic Archery Instructor Training.



ALPINE SKIING GRADES K-12

RISK LEVEL: HIGH

EQUIPMENT/FACILITIES

- Bindings must meet with current approved guidelines, e.g., be in working order and set to the proper tension.
- Students must use boards, skis and poles of the proper length and in good condition.
- Boots and bindings must be thoroughly compatible.
- Students must wear approved ski/snowboard helmets when skiing or snowboarding.
- Only commercially operated ski facilities with suitable teaching areas (gentle slopes) should be used.

Terrain Park Equipment/Facilities

- Features must be inspected and maintained on a daily basis.
- Instructor should inspect features throughout the day for changing conditions. Features should be closed to students if they become unsafe.
- Take-offs should be clearly marked with dye.

SPECIAL RULES/INSTRUCTION

- Students should be informed of the ski area boundaries.
- Students should be familiar with and be instructed to follow the Alpine Responsibility Code (including lift procedures), slope ratings and the role of the ski patrol.
- Students should be taught the importance of skiing/snowboarding in control at all times.
- Students should be taught what to do if they or one of their fellow students is injured (e.g., assign someone to stay with injured student until ski patrol arrives, how to signal for help, how to contact ski patrol and how to contact teacher or supervisor).
- Long hair should be tied back or tucked in. Loose articles such as scarves, long hats, or toggles should be removed or tucked in.
- Students should be in groups of similar ability and must participate in a lesson.
- Students should ski in areas identified as appropriate by the ski instructor.
- Students should ski with others, preferably in groups of 3 or 4.
- Students should not engage in freestyle moves or jumping activities unless properly skilled and supervised in a terrain park

Terrain Park Instructional Considerations

- Students should be instructed to read and follow all posted rules in the terrain park.
- Use of half-pipes, jumps larger than 1 m and inversion moves (flips) must not be permitted.
- Students should be introduced to basic skills related to safe participation in the terrain park. A progression-based teaching method should be used.
- Students should only use features that are identified as appropriate by a qualified instructor.
- Students should inspect all aspects of a feature before using it.
- Only one person should use a feature at a time. Instruct students to wait their turn. If view of the landing area is obscured, position a spotter to watch and indicate when a feature is clear to use.

SUPERVISION

- For Grades 4-12, in-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- For Grades K-3, on-site supervision is recommended (e.g., students stay in a group with supervisor).
- Suggested guidelines:
 - 1:8 ratio (Grades K-3) of certified instructors/supervisors to students.
 - 1:15 ratio (Grades 4-6) of certified instructors/supervisors to students.
 - 1:20 ratio (Grades 7-9) of certified instructors/supervisors to students.
 - 1:30 ratio (Grades 10-12) of certified instructors/supervisors to students.



- The teachers or supervisors from school should carry a mobile phone and leave the number with the ski school and ski patrol so they may be contacted in case of an incident.
- Teachers or supervisors should establish check-in times during the day for all students.
- Lifts and appropriate runs should be specified for each group.
- Supervisors' duties should be clearly outlined (e.g., circulating to all areas that students are using for skiing and snowboarding).
- Teachers/instructors must postpone activity if there is an indication of inclement weather severe enough to put student safety at risk

Terrain Park Supervision

- A certified instructor should be supervising the terrain park at all times. Terrain park should be closed to students when supervision by a certified instructor is not available.
- The instructor should have a CSIA Snow Park Certification or a CASI Park Instructor certification or a CFSA Club Coach certification. A regular CSIA certification plus in-house training for teaching in terrain parks is also acceptable.

BASEBALL and Softball (Fast Pitch)

BASEBALL and SOFTBALL is not sanctioned at any grade level.

BASKETBALL

AND RELATED GAMES SUCH AS: BORDENBALL, ENDBALL, MATTBALL, BENCHBALL, NETBALL, ETC.
GRADES K – 12

RISK LEVEL: LOW EQUIPMENT

- First aid kit should be stocked and accessible.
- Where an end wall is close to the baseline, place protective gym mats or padding beyond the "key" area.
- Extend protective end wall mats up the wall a minimum of 1.88 metres (6') from the top of the
- Baseboard up the wall and a minimum width of 6 metres (19.7') across the wall.
- Where a stage is close to the baseline, place gym mats over the edge of the stage and extend close to the floor.
- Wear suitable clothing and footwear. Remind students to tie shoelaces securely.
- No stocking feet.
- Remove all jewelry prior to participating in basketball activities.
- No gum or candy.
- Tie, tape or pin back long hair when it could obscure vision.

FACILITIES

- Use a playing surface (indoor & outdoor) and surrounding area that is clean, free of all obstacles and provides safe footing and good traction.
- Don't locate winch for raising/lowering backboards directly under the supporting wall-mounted structure.
- Ensure that only trained adults or students under supervision use motorized or hand winches to raise and lower baskets.
- Use protective padding on rectangular backboard edges in secondary school facilities.
- When raising or lowering baskets, the area directly below the moving basket must be clear of people and equipment.
- Floor sockets should have cover plates in place.
- Move loose clothing away from playing area.

SPECIAL RULES / INSTRUCTION



- Teach skills in proper progression.
- Base games and activities on skills that are taught.
- 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).
- Students should be provided with opportunity to re-hydrate during activity.

SUPERVISION

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

BENCHES AND CHAIRS

GRADES K – 12

RISK LEVEL: LOW

EQUIPMENT

- First aid kit should be stocked and accessible.
- Caution should be exercised in the selection of appropriate chairs that provide good traction between legs or frames and the ground/gymnasium floor.
- Damaged chairs/benches or folding chairs should not be used.
- Benches must not have cracks, chipped corners or splinters on the top surface, and they must be stable.
- Secure bench tops to all supports.
- Wear suitable clothing and footwear. Remind students to tie shoelaces securely.
- No stocking feet.
- Remove all jewelry prior to participating in bench and chair activities.
- No gum or candy.

FACILITIES

- Landing area should be a safe distance away from walls and other equipment.
- Teacher should ensure that there is enough space around chairs/benches for safe use.
- Use a playing surface (indoor & outdoor) and surrounding area that is clean, free of all obstacles and provides safe footing and good traction.
- Move loose clothing away from playing area.
- Floor sockets should have cover plates in place.

SPECIAL RULES / INSTRUCTION

- Teach all skills in proper progression.
- Games and activities should be based on skills that are taught.
- 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).
- Instruct students to jump up from chair/bench and land close so that chair/bench does not move.
- Instruct students to have chair/bench secure.
- Instruct students never to jump from seat over back of chair.
- Students should be provided with opportunity to re-hydrate during activity.

SUPERVISION

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.



BOWLING Games

GRADES K – 12

RISK LEVEL: LOW

EQUIPMENT

- First aid kit should be stocked and accessible.
- Street clothes are acceptable.
- Wear proper shoes at all times, as provided or approved by the facility.
- Remove all jewelry prior to participating in bowling activities.
- No gum or candy.

FACILITIES

- Bowling alley.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Games and activities should be based on skills that are taught.
- Rules and etiquette should be followed as outlined by the facility. Make sure all students know the “house” rules of the local business.
- Make parents aware of off-campus activities and the mode of transportation.
- Smaller balls, such as field hockey balls should be used for Pre-K to Grade 3.

SUPERVISION

- In-the-area supervision is recommended following initial instruction and after all safety concerns have been emphasized.

BROOMBALL NON-ICE AND ICE

GRADES 4-12

RISK LEVEL: MODERATE

EQUIPMENT

- First aid kit should be stocked and accessible.
- When broomball is played on fields, blacktop or on an ice rink, wear suitable footwear and clothing for weather conditions.
- Remind students to tie shoelaces securely.
- No skates unless all participants are wearing skates. If all students are wearing skates, refer to Ice Hockey guidelines.
- Wear CSA approved helmets (hockey) and face masks.
- It is suggested that students wear padded gloves or mitts.
- Use regulation broomball sticks.
- Use Nerf ball, indoor ball, utility ball, or broomball.
- Use hockey nets or pylons for goals.
- Check sticks for cracks and splinters.
- Remove all jewelry prior to participating in broomball activities.
- No gum or candy.



FACILITIES

- NON-ICE BROOMBALL
 - Blacktop area must not be obstructed e.g., tetherball poles, tennis standards, or basketball.
 - Standards.
 - Field must be free from ice patches.
- ICE BROOMBALL
 - Ice surface must be free from obstructions.
 - Ensure that all door/gates remain closed while game is in progress, e.g., penalty boxes, player's benches, zamboni gate, entry to and exit from ice doors.
 - Before playing broomball on outdoor ponds, determine ice safety with absolute certainty.
- Contact local authorities for information.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Teach students how to run and stop on ice.
- Games and activities should be based on skills that are taught.
- Keep sticks below waist at all times.
- Play only non-contact broomball.
- Crease should extend 2 metres from the goal line. No other player or their brooms should be allowed in the crease.
- Ensure all ice surface doors/gates are closed and bolted.
- Make parents aware of off-campus activities and the mode of transportation.
- Students should be provided with opportunity to re-hydrate during activity.

SUPERVISION

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Teacher should have access to a phone when broomball is played on any type of a slippery surface.

CHEERLEADING with Stunts

Not Sanctioned for Physical Education Classes at any Grade Level

CHEERLEADING Grades 6-12 Extracurricular

RISK LEVEL: High – Cheerleading with stunting is a high risk activity. Staff who wish to instruct should have a gymnastics or strong cheerleading background. This activity requires an informed consent form filled out and turned in for each student before they can participate. Permission is required by completing and receiving approval on Form 215-1. Cheerleading with stunts is not sanctioned in Kindergarten to Grade 5.

EQUIPMENT

- First aid kit should be stocked and accessible.
- Place mats on all designated landing areas.
- Where mats are side by side, velcro them together
- Do not overlap mats.
- Check mats regularly for wear and tears.
- Appropriate sizes for utility mats are: ensolite 3.8 cm (1½"), rocellen 5.1 cm (2"), ethefoam 3.8 cm (1½"), sarneige 3.8 cm (1½"), or mats of equivalent compaction rating



FACILITIES

- Design floor plan so that landings take place at a safe distance from walls.
- Remove excess equipment (e.g., tables and chairs) from perimeter of gym.

SPECIAL RULES/INSTRUCTION

- Teach skills in proper progression.
- One member of the coaching staff must be certified in first-aid and have access to a medical kit at all practices, games, and competitions.
- A school approved supervisor must be present for all cheerleading activities including practices, games and competitions.
- Practice sessions should be held in an area appropriate for cheerleading activities. Mats must be present.
- Stunting and gymnastics elements must be performed on a matted surface

SUPERVISION

- It is mandatory that all cheerleading coaches/advisors receive technical cheer training through an S.C.A. approved in-service, clinic, or training session. The agenda may include first-aid, general safety, spotting techniques and stunt progressions.
- To be a fully certified S.C.A. coach, theoretical, technical and practical requirements must be achieved.
- Provide on-site supervision.

CIRCUIT TRAINING

RISK LEVEL: LOW

EQUIPMENT/FACILITIES

- Free weights and stationary bicycles should not to be used at the elementary school level.
- Steps and other portable equipment should be equipped with a non-slip tread and be size-appropriate.
- Tubing/elastic strips should be of a proper tension and length for skill level of student.
- A padded mat should be placed directly below high apparatus, e.g., chin-up bar, peg board.

SPECIAL RULES/INSTRUCTION

- Students should be instructed in the proper use of exercise equipment before using it, e.g., stationary bicycle, medicine ball, chinning bar, tubing, free weights, etc.
- Teachers should encourage development of overall muscular conditioning.
- Teachers should encourage correct body alignment and form.
- Teachers should encourage students to work at personal levels of intensity.
- Teachers should encourage students to participate at their level of comfort, focusing on participation, not performance.
- Teachers should understand and explain concepts of personal levels of intensity while performing exercises.
- Teachers should have knowledge in exercise program planning and progression.

SUPERVISION

- On-site supervision is recommended during initial skill instruction.
- Proximity supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.



CRICKET

Note: The official game of CRICKET is not recommended for Grades K-6.

Cricket Variations (e.g. Cricket Wicket, Continuous Cricket, and Wood Cricket) suggested for Grades K-12

GRADES 7-12

RISK LEVEL: MODERATE

EQUIPMENT

- First aid kit should be stocked and accessible.
- Use regulation cricket bats, stumps and balls.
- Official Kanga Ball set or equipment modifications: e.g.:
 - Tennis balls, cosom plastic balls, whiffle balls or “soft” balls may be used for indoor cricket. ➢ Regulation cricket balls are not to be used indoors.
 - Paddle bats /plastic bats.
 - Pylons for wicket.
- No cleats.
- Approved cricket pads and gloves should be worn by batters and the wicketkeeper if playing with wooden paddles and hard balls.
- When facing fast bowling, batter must wear an approved cricket helmet.
- Remove all jewelry prior to participation in cricket activities.
- No gum or candy.
- Wear sun protection for summer and winter outdoor activities.
- Wear insect repellent as needed.

FACILITIES

- Select a playing area that is level, free from debris, obstructions and large holes, provides suitable footing and is well removed from traffic areas.
- Report holes and severely uneven surfaces to the principal and make students aware of them.
- A designated area must be established for non-active players at a safe distance behind the batter.
- For indoor games, playing surface and surrounding area must be free of all obstacles, e.g., tables, chairs, pianos.
- For indoor games, move loose clothing away from the playing area and make sure floor sockets have cover plates in place.

SPECIAL RULES/INSTRUCTION

Teach skills in proper progression.

Games and activities should be based on skills that are taught.

Observe rules concerning forbidden types of pitches.

Throwing bouncers and “bean balls” must be discouraged.

- The bowler, standing behind a designated line, should underhand lob or roll the ball (Gr. 1 – 8), at the batter’s wicket.
- The wicket keeper should stand a safe distance behind a striker.
- Teach players to lie down or drop the paddle after hitting, not release it during the follow through of the swing.

SUPERVISION

- On-site supervision is recommended following initial instruction and after all safety concerns have been emphasized.



CROSS-COUNTRY RUNNING GRADES K – 12

RISK LEVEL: MODERATE

EQUIPMENT

- First aid kit should be stocked and accessible.
- Wear suitable clothing and footwear.
- Wear appropriate footwear. NO bare feet. Remind students to tie shoelaces securely.
- Wear sun protection for summer and winter outdoor activities.
- Use insect repellent as needed.
- Remove all jewelry except for a watch (if needed) prior to participation in cross country activities.
- No gum or candy.

FACILITIES

- Prior to initial use of cross-country route or course, complete a safety check “walk through” to identify potential hazards.
- Familiarize students with the route or course before initial attempt (e.g., point out areas to approach with caution).
- If route includes sidewalks around the school, ensure that students do not cross intersections unless directly supervised. Avoid busy intersections as part of the training route.
- Flag any dangerous obstacles.
- Start and finish areas should be wide flat areas.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Modify length and difficulty of route to suit the age and ability level of the participants.
- Primary students must not be out of sight for long periods of time.
- Include a proper warm-up and cool-down in all classes.
- Instruct students in basic road safety.
- Teachers should be aware of students with history of asthma and other respiratory problems and severe allergies, e.g., bee sting allergy.
- Students with severe asthma and/or allergy to bee stings should be encouraged to run with inhaler/auto-injector.
- Students should be provided with opportunity to re-hydrate during activity.
- Give attention to:
 - Temperature of the day.
 - Length of time in sun.
 - Previous training and length of preparation.
- Teacher should encourage the use of the buddy system.
- Parents and students must be informed of importance of sun protection.
- Students should be instructed in strategies that enhance safety with “crowded” starts.
- Make parents aware of off-campus activities and the mode of transportation.
- Teachers/coaches should discourage use of energy drinks.
- The competition routes in cross country running should have marshals stationed throughout.
- All gate and funnel markers should be set in a safe manner.
- Student athletes should be advised not to use audio devices with earphones during practice and must not use them during competition.



SUPERVISION

- If GSSD students are being taken off of school division property teachers need to make sure all request forms are filled out and approved.
Teachers should make sure they have pre scouted the area in which students will be taken.
In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
 - Emergency phone should be accessible.
 - Attendance should be taken before and after each activity session.
-

CROSS-COUNTRY SKIING & SNOWSHOEING

**If going off school site instructor should make sure the Field Trip (AP 261) form is filled out and approved.
GRADES K – 12**

RISK LEVEL: MODERATE

EQUIPMENT

- First aid kit should be stocked and accessible.
- Wear layered clothing and footwear appropriate for outdoor activities.
- Have a warm hat and gloves available.
- Wear sun protection for summer and winter outdoor activities.
- Equipment brought from home should be inspected to ensure it is in safe working order.
- Remove all jewelry (other than medical alert jewelry) prior to participating in cross country/snowshoeing activities.
- No gum or candy.
- When appropriate, students should carry a day pack with water, change of socks, etc.

CROSS-COUNTRY SKIING

- Use skis, boots and poles that are in good repair and of appropriate size for the student.
- Teachers should carry a spare tip and first aid kit, especially in back country.

SNOWSHOEING

- Use snowshoes with frames and bindings that are in good repair and the appropriate size for the student.

FACILITIES

- Define specific routes to the students, so they are aware of the boundaries for the activity, whether using a commercial or non-commercial site.
- Check and monitor temperatures throughout the day. GSSD windchill and temperature guidelines must be adhered to at all times.
- Consider sun, wind and snow conditions, and suitability of terrain when choosing a site. An ideal non-commercial site should include:
 - A level field with practice tracks.
 - 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.
 - An area situated a safe distance from roads and other hazards.



SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Teach basic uphill and downhill maneuvers with a very gentle slope.
- Length and difficulty of route should be appropriate to the age and skill level of students.
- Proper warm-up and cool-down should be included in all activities.
- Establish emergency procedures and explain the procedures to the students.
- Discuss recognizing and treating frostbite and hypothermia with the students.
- Have students check to be sure boots are secure in bindings.
- Ski poles have sharp tips. Caution students about their use, especially when working close to others.
- Be aware of students with a history of asthma and other medical problems such as seizures, heart conditions, severe allergies, etc.
- • Students with severe asthma should be encouraged to ski or snowshoe with inhaler. • Use a buddy system. Suggested guidelines for instructor to student ratio for day cross-country trips to commercial sites:
 - 1:8 ratio (Pre-Kindergarten)
 - 1:10 ratio (Grades K-3)
 - 1:12 ratio (Grades 4-12)
- Students should be provided with opportunity to re-hydrate during activity.
- Parents and students must be informed of importance of sun protection.
- Make parents aware of off-campus activities and the mode of transportation.

SUPERVISION (cross country skiing and snowshoeing)

- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Emergency transportation should be available.
- A trained individual responsible for providing first aid to injured students should be present during the entire activity.
- 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.
- Clearly outline duties of supervisors, including supervisors of small groups of students.
- Emergency phone should be accessible.
- Attendance should be taken before and after each activity session.

CURLING

Curling is not a recommended in-class activity for students from kindergarten to grade 3. Teachers who wish to instruct curling to kindergarten to grade 3 require permission from the school principal. If going off school site instructor should make sure the Field Trip (AP 261) form is filled out and approved.

GRADES 4 – 12

RISK LEVEL: MODERATE

EQUIPMENT

- First aid kit should be stocked and accessible.
- Wear appropriate clothing and footwear (curling shoes, sliders or running shoes with the sliding shoe taped).
- Remind students to tie shoelaces securely.
- Remove all jewelry prior to participation in curling activities.
- No gum or candy.
- Youth under the age of 13 – unless they have achieved two (2) years of on-ice training – **strongly recommend** they wear approved head protection.



- For younger curlers, use of junior rocks (if available) is encouraged.

FACILITIES

- Curling rink should be used.
- Curling brooms and sliders.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- All curlers should observe rules of etiquette.
- Off-ice instruction, including safety rules and etiquette should precede on-ice instruction.
- Teach students to step onto ice with non-slider first and to step off of the ice with the slider foot first.
- Students should be instructed to not step over curling rocks, but to walk around them.
- Students should be instructed to never run on the ice.
- Students should never lie or kneel on the ice, as it causes damage to the playing surface.
- Rocks are not to be lifted off the ice.
- Appropriate stretching exercises should be taught prior to participation.
- Students should be provided with opportunity to re-hydrate during activity.
- Make parents aware of off-campus activities and the mode of transportation.

SUPERVISION

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Emergency phone should be accessible.

CYCLING

GRADES K – 12

If going off school site instructor should make sure the Field Trip (AP 261) form is filled out and approved.

RISK LEVEL: MODERATE

EQUIPMENT

- First aid kit should be stocked and accessible.
- Students should do a safety inspection of bicycle before each use, e.g., properly working brakes and tires inflated to the recommended p.s.i.
- Bicycle size should be appropriate to the rider.
- Wear approved and correctly fitting bicycle helmets.
- Have one rider carry a bicycle tool kit, including a pump.
- Have the supervisor carry a first aid kit.
- Wear suitable clothing, e.g., no pants with baggy legs when bikes do not have chain guards, gloves/warm hat when cycling in cool weather conditions, etc.
- No open toed shoes or sandals. Remind students to tie shoelaces securely.
- Wear sun protection for summer and winter outdoor activities.
- Remove all jewelry (other than medical alert jewelry) prior to participation in cycling activities.
- Use insect repellent as needed.

FACILITIES

- Choose routes carefully in terms of the length, amount of gravel and pavement, frequency of traffic, and number of complex intersections and railway crossings.
- Students should walk bicycles across busy intersections.
- Trails should be selected according to technical elements present and skill level of the students.



- Prior to initial use of route, have teacher do a safety ride-through to address safety and suitability.
- For off-road routes, obtain permission of landowner.
- Provide students with map and/or clear directions.
- Cycling for Kindergarten - Grade 2 should be on campus only.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- An initial riding pretest, with safety emphasized, should be passed before leaving school property.
- Correct positioning on bicycle should be taught.
- Students should be informed of how and when to shift gears and cope with hills.
- Racing is not a suitable in-class activity.
- No personal listening devices, e.g., MP3 players, Discmans, etc.
- Rules outlined in current provincial legislation must be reviewed and followed.
- Teacher should provide instruction on cycling courtesy, e.g., cycle in the same direction as others, cycle safe distance from the bicycle in front to allow for sudden stops, cycle on the right, pass on the left, and announce your intention to pass by saying “passing on your left”.
- Water should be available to prevent dehydration.
- Parents and students must be informed of importance of sun protection.
- Attention should be given to temperature of the day, length of time in sun and previous training and length of preparations.
- Review and emphasize the safety procedures to be followed (including group riding procedures) before activities begin.
- Leave a record of students and the route they will be traveling in the school with an appropriate person. Make students aware of emergency procedures in case of an accident.
- Use a buddy system.
- Make parents aware of off-campus activities.

SUPERVISION

- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- If possible, teacher should have access to a cell phone.
- A designated leader should stay at the front of the group to set pace, and a “sweep” should stay at the back of the group. If there is a change in road direction, the leader should wait to regroup.
- Suggested guidelines for cycling:
 - (Gr. K-3); 1:8 ratio
 - (Gr. 4–12); 1:15 ratio

DANCE, RHYTHMIC GYMNASTICS AND ACTIVITIES

GRADES K – 12

RISK LEVEL: LOW

EQUIPMENT

- First aid kit should be stocked and accessible.
- Use electrical equipment that is in good working order and located a safe distance from activity.
- Suitable clothing and footwear should be worn. Bare feet permitted. Remind students to tie shoelaces securely.
- No stocking feet.
- Rhythmic clubs should not be used.
- Remove all jewelry prior to participation in dance and rhythmic activities.



FACILITIES

- Use a gym or very large room free from obstacles for instruction.
- Dance surface should be clean and provides safe footing and good traction.
- Floor sockets should have cover plates in place.
- Move loose clothing away from playing area.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Activities should be based on skills that are taught.
- Students should be instructed in safe use of equipment, e.g., ribbon sticks.
- Activity should be modified to the age and ability level of students, e.g., throws of equipment (ropes, ribbons and hoops, etc.) are to be kept to a low height.
- No personal listening devices e.g., MP3 players, cell phones, etc.
- Students should be provided with opportunity to re-hydrate during activity.

SUPERVISION

- On-site supervision is recommended for all rhythmic activities following initial skill instruction and after all safety concerns have been emphasized.
- In-the-area supervision is recommended for all

DIVING

Diving is not sanctioned as an in-class activity for students from Kindergarten to grade 5.

GRADES 6 – 12

Risk Level: High – Diving is a high risk activity. This activity requires an informed consent form filled out and turned in for each student before they can participate. Permission is required by completing and receiving approval on Form 215-1.

EQUIPMENT

- First aid kit must be stocked and accessible.
- Standard safety equipment should be used, as stated in pool regulations, e.g., ring buoys, reaching poles and spinal boards.
- Remove all jewelry prior to participation in diving activities.
- No gum or candy.
- Appropriate swimwear should be worn.
- Suitable device to keep hair from obstructing vision should be used, e.g., elastic.
- No wearing goggles, ear plugs.
- No shoes on deck.

FACILITIES

- Diving board and fulcrum must be in proper working order.
- Water depths must conform to FINA regulations available at www.fina.org. Current regulations state water must be 3.4 m deep for use of 1 meter springboard.
- School or Community pools should be used.
- Backyard pools and lake sites must not be used.

SPECIAL RULES/INSTRUCTION

- Teach skills in proper progression.
- Prior to giving students access to deep water (above chest height) for swimming or other activities students must be



able to meet the Swim to Survive™ Standard, a sequence of three skills: roll into deep water, tread water for 1 minute, and swim 50m

- Activities should be based on skills that are taught.
- Inform in-charge person on deck of any student having medical conditions 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.
- Diving should be at 3 metre board or lower.
- Students should be informed of, and adhere to, the following rules:
 - Only one person on the board at one time.
 - Move toward a predetermined edge of the pool immediately after completing a dive.
 - Make sure diving area is clear before proceeding to dive.
 - No diving into shallow end.
 - Follow pool rules.
- Take showers if possible before entering the pool.
- Students should be provided with opportunity to re-hydrate during activity.
- No students with infected cuts or sores in pool.
- Make parents aware of off-campus activities and the mode of transportation.

SUPERVISION

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- If teaching backward, inward or reverse dives, or dives higher than one meter, teachers must be certified to teach these skills.
- Constant visual supervision by a qualified lifeguard/instructor is recommended during the entire activity.
- Emergency phone must be accessible.
- Teachers should accompany students to the pool and stay on the deck, in the stands or in the pool.
- Students must ask permission to leave pool area.

DODGEBALL TYPE GAMES/TAG GAMES

GRADES K – 12

RISK LEVEL: LOW

EQUIPMENT

- First aid kit should be stocked and accessible.
- A “soft” ball, e.g., Nerf, soft foam, or Rhinoskin ball must be used for dodgeball games. A partially deflated ball is not appropriate.
- Suitable clothing and footwear should be worn. Remind students to tie shoelaces securely.
- No stocking feet.
- Remove all jewelry prior to participation in dodgeball & tag type games.
- No gum or candy.

FACILITIES

- Use a playing surface and surrounding area that is clean, free of all obstacles and provides safe footing and good traction.
- All entrance/exit doors should be closed, but not locked.
- Use an outdoor playing area that is level, free of rocks and holes and provides good footing.
- Floor sockets should have cover plates in place.
- Move loose clothing away from playing area.



SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Games and activities should be based on skills that are taught.
- Modify rules to accommodate age, ability, and physical development of participants.
- Rules for contact by the ball must be in place, e.g., below shoulders or below waist.
- Gr. K - 3 students should receive instruction in starting and stopping skills prior to playing games.
- Students should be provided with opportunity to re-hydrate during activity.

SUPERVISION

- Constant visual supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

FIELD HOCKEY

GRADES 4 – 12

RISK LEVEL: MODERATE

EQUIPMENT

- First aid kit should be stocked and accessible.
- Regulation or soft indoor field hockey sticks must be used.
- Check sticks regularly for cracks.
- Regulation field hockey ball or indoor softball or other soft rubber ball should be used.
- Mouth guards and shin guards should be worn by all students during activity when a regulation (hard) field hockey ball is used.
- Goalkeepers should wear a CSA approved hockey helmet and face mask at all times. Gloves, a chest protector, a lower abdominal protector, goalie pads and kickers should be worn by goalkeeper or designated kicking back.
- Portable goals should be checked prior to activity to ensure they are secure.
- Suitable clothing and footwear should be worn. Molded cleats or turf shoes may be worn. Remind students to tie shoelaces securely.
- Metal cleats must not be worn.
- Wear eye protection.
- Remove all jewelry prior to participation in field hockey activities.
- No gum or candy.
- Wear sun protection for summer and winter outdoor activities.
- Wear insect repellent as needed.

FACILITIES

- If playing outdoors, select a playing area that is level, free from debris, obstructions and large holes, provides good traction and is well removed from traffic areas.
- Field should be checked prior to activity. Holes and severely uneven surfaces should be brought to the attention of the students and the principal.
- There should be sufficient turf for proper traction and impact absorption.
- If playing indoors, floor sockets should have cover plates in place.
- If playing indoors, use a playing surface and surrounding area that is clean, free of all obstacles such as tables, chairs, etc. and provides good traction.
- For indoor field hockey, move all articles of loose clothing away from the playing area.

SPECIAL RULES/INSTRUCTION

- Teach skills in proper progression
- Games and activities should be based on skills that are taught.



- Implement a LARGE (comparable to a soccer goal area) crease for protection of the goalie and don't allow any player except the goalie in the crease.
- Sticks should not be brought above waist level or allowed in the crease.
- Teachers should provide instruction on proper offensive and defensive skills and strategies.
 - No body contact.
- Students should be provided with opportunity to re-hydrate during activity.
- Parents and students must be informed of importance of sun protection.

SUPERVISION

- On-site supervision is recommended following skill instruction and after all safety concerns have been emphasized.

FENCING

Grades K-12

Equipment/Facilities

- Full equipment for fencing with an opponent should include mask, jacket, gloves, shoes with good grip. A plastic chest protector is optional.
- A foil with a rubber tip or button for electric scoring should be used. The end of the sabre blade should be folded over to make a round tip.
- Equipment should be worn to cover body so that no bare skin is exposed between pieces of equipment:
 - Glove on sword hand should overlap cuff of jacket. No glove is worn on the unarmed hand.
 - Mask should fit snugly so that it does not fall off if the head is thrown forward quickly.
 - Mask bib should cover the jacket neck.
 - Jackets with zippers on the front should be worn so that the zipper is position on the side away from the armed hand.
- Size-appropriate equipment should be used. Equipment made from lighter material is available and suitable for students in Grades K-2.
- Manufacturers/suppliers recommendations should be followed regarding the age range and intensity of fencing for which their equipment is designed.
- Floor surface should be clear of debris, smooth, level and dry.

Instructional Considerations

- Grades K-3: specialized children's safety equipment with foam/plastic sword.
- Grades 4-9: regular protective equipment and swords.
- Full equipment as listed below should be worn when fencing with an opponent.
- Students should be taught the body areas where a "touch" can be scored for the type of weapon they are using and students should be instructed to aim only for these areas.
- Teachers should emphasize the importance of appropriate aggression and the proper amount of force required to make a touch.
- Body contact to make a touch or avoid being touched should not be allowed.
- It is recommended to have a certified instructor lead the class.
- Teachers should be familiar with fencing rules, in particular scoring rules, cause of stoppages in bouts, yellow, red and black cards and actions that result in these penalties being awarded, and correct starting distance.

Supervision

- Constant visual supervision is recommended.



FITNESS ACTIVITIES

AEROBICS, CIRCUIT TRAINING, AEROBIC STEPS, SLIDES, TUBING, CHINNING BAR, TREAD MILLS, STATIONARY BIKES, etc
GRADES K – 12

RISK LEVEL: LOW

EQUIPMENT

- Use stationary bicycles, benches, chinning bars, peg boards, tubing/elastic straps and other fitness equipment that is in good repair.
- Steps and/or slides should be equipped with a non-slip tread.
- Tubing/elastic strips should be of a proper tension and length for skill level of student.
- Suitable clothing and footwear should be worn. Remind students to tie shoelaces securely. No stocking feet.
- Use electrical equipment that is in good working order and located a safe distance from activity.
- Don't use free weights at the elementary level.
- Remove all jewelry prior to participation in fitness activities.
- No gum or candy.

FACILITIES

- Do fitness activities in a floor area that is clean, free of all obstacles.
- Allow adequate space between fitness activities and equipment to provide free flow of motion.
- Move loose clothing away from activity area.
- Floor sockets should have cover plates in place.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Fitness activities should be based on skills that are taught.
- Modify fitness activities to reflect the age and ability level of students, the facilities, and the equipment available.
- Where fitness equipment is being used (e.g., stationary bicycle, medicine ball, chinning bar, tubing) instruct students in the proper use of equipment before they begin using it.
- Resistance training for the development of endurance can be done emphasizing high repetitions, low weights.
- Teachers should encourage development of core body strength first.
- Use a proper progression of activities:
 - Warm-up, stretching.
 - Peak work activities (which may include muscle strength and endurance activities).
 - Cool-down activities including tapering off, stretching, and relaxation

SPECIAL RULES / INSTRUCTION

- Permit students to work at personal levels of intensity (e.g., low impact to high impact, low intensity).
- Encourage students to participate at their level of comfort, focusing on participation.
- Make parents aware of off-campus activities and the mode of transportation.

SUPERVISION

- Provide on-site supervision during initial skill instruction.
- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

FLOOR HOCKEY/ GYM RINGETTE

GRADES K – 12



RISK LEVEL: MODERATE

EQUIPMENT

- First aid kit should be stocked and accessible.
- Check sticks regularly to ensure the blades are securely attached to the sticks and that there are no cracks or splinters.
- For floor hockey, use only regulation commercially produced plastic hockey sticks or hockey stick shafts with plastic blades.
- Use a “soft” ball such as a Nerf ball, yarn ball, plastic or soft rubber or felt puck.
- For ringette, use regulation ringette sticks.
- Wear suitable clothing and footwear. Remind students to tie shoelaces securely.
- No stocking feet.
- Wear protective eyewear.
- Goalies must wear eye protection or some type of protective mask that incorporates eye protection into the mask.
- Remove all jewelry prior to participation to in floor hockey/ringette activities.
- No gum or candy.

FACILITIES

- Use a playing surface and surrounding area that is clean, free of all obstacles and provides safe footing and good traction.
- Move loose clothing away from playing area.
- Floor sockets should have cover plates in place.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Base games and activities on skills that are taught.
- Penalties for rule and stick infractions must be enforced.
- Body contact, stick-on-body contact or stick-on-stick contact should not be allowed.
- Keep stick below the waist at all times.
- No slap shots are allowed.
- Implement a crease for protection of the goalie and do not allow other players or their sticks in the crease.
- Limit participants based on gym size.
- Students should be provided with opportunity to re-hydrate during activity.

SUPERVISION

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

FOOTBALL

TACKLE FOOTBALL is not sanctioned as an in-class activity at any grade level.



FLAG OR TOUCH FOOTBALL GRADES K – 12

RISK LEVEL: LOW

EQUIPMENT

- First aid kit should be stocked and accessible.
- Use footballs appropriate to the size and ability of the group, e.g., smaller football or Nerf ball for younger students.
- Wear suitable clothing and footwear. Remind students to tie shoelaces securely.
- No metal or molded cleats for in class time.
- Remove all jewelry prior to participation in football activities.
- No gum or candy.
- Wear sun protection for summer and winter outdoor activities.
- Use insect repellent as needed.

FACILITIES

- Playing field should be inspected prior to play.
- Play in an area that is level, free of debris and obstructions and provides safe footing and good traction.
- Major depressions should be brought to the attention of the students.
- Report holes and severely uneven surfaces to the principal.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Games and activities should be based on skills that are taught.
- Modify the rules of the game to accommodate differences in ability/age/physical development.
- No blocking or tackling allowed.
- Clearly mark boundary lines.
- Students should be provided with opportunity to re-hydrate during activity.
- Parents and students must be informed of importance of sun protection.

SUPERVISION

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

GOLF

Golf is not sanctioned for students in Kindergarten to Grade 3. Teachers who wish to instruct golf in grades 4-8 require written permission from the Director of Education or designate.

GRADES 4 – 12

RISK LEVEL: Grades 4-8 High: Golf is a high risk activity in Grades 4-8. This activity requires an informed consent form filled out and turned in for each student before they can participate. Permission is required by completing and receiving approval on Form 215-1.

Grades 9-12: MODERATE

EQUIPMENT

- First aid kit should be stocked and accessible.
- Check equipment regularly and repair as needed – especially grips.
- Equipment brought from home for use in class should be inspected to ensure it is in safe working order.
- Plastic wiffle or rubber golf balls are recommended for schoolyard use.



- Real golf balls should not be used on school property, except for putting and chipping.
- Clubs of appropriate length should be used.
- Hitting area must be well-marked and controlled.
- Remove all jewelry prior to golfing activities.
- No gum or candy.
- Wear suitable clothing and footwear.
- Use insect repellent as needed.

FACILITIES

- School property or proper golf facility should be used, e.g., golf dome, putting course, golf course, or driving range.
- Regardless of facility, the hitting area must be well marked and controlled.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Games and activities should be based on skills that are taught.
- Instruct students on proper golf etiquette and safety practices.
- Students must have had an opportunity to develop skills, learn proper golf etiquette and safety rules prior to playing on a golf course.
- Students should be a sufficient distance away from those executing back swing and follow through.

During instruction, or while waiting to practice hitting or swinging, non-active players' clubs must be carried in the cane position, remain on the ground or in their bag. • Establish a safe routine for hitting and retrieving golf balls and a designated safe area for use of regulation balls while chipping.

- If on a golf course, teach students how to enter another fairway safely, determine when it is safe to hit if the group ahead is on the same hole, and to be careful if you are close to an adjoining fairway and golfers on that hole are hitting toward you.
- Rules of play pertaining to the driving range and/or mini-putt should be followed.
- Avoid left-handed and right-handed players hitting back-to-back on a driving range or on school property.
- Resources such as Golf Canada's National Golf in Schools Program manual provide exercises for use of modified equipment with lower grades.
- Students should be provided with opportunity to re-hydrate during activity.
- Parents and students must be informed of importance of sun protection.
- Make parents aware of off-campus activities and the mode of transportation.

SUPERVISION

- On-site supervision for initial skill instruction and when chipping with real golf balls.
- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

GYMNASTICS - OLYMPIC

OLYMPIC GYMNASTICS (use of bars, high beam, rings, ropes or trampoline) is a high risk activity and is not sanctioned at any grade level.

Skills that should not be performed:

- Inverted skills, without support. No saltos (flips).
- Hanging on bars without hand support. No hanging by knees only.
- Inverted skills from a springing device. No dive rolls from a mini trampoline.
- Vaults using mini trampolines.
- No headstands, very minimal time on heads is recommended.



GYMNASTICS- EDUCATIONAL (as described in the Curriculum) GRADES K – 12

RISK LEVEL: MODERATE

EQUIPMENT

- First aid kit should be stocked and accessible.
- Suitable clothing and footwear should be worn. Bare feet permitted. Remind students to tie shoelaces securely.
- No stocking feet.
- Remove all jewelry prior to participation in educational gymnastics activities.
- No gum or candy.

FACILITIES

- Use a gym or very large room free from obstacles for instruction.
- Use general utility mats in good condition.
- Design floor plan to allow for ample space between equipment.
- Surface should be clean and provides safe footing and good traction.
- Floor sockets should have cover plates in place.
- Move loose clothing away from playing area.
- Clothing with belts or zippers should not be permitted.
- Suitable footwear for gymnastics should be worn and includes bare feet or running shoes. Socks alone must not be permitted.
- **Apparatuses:**
 - Teachers should do a safety check to ensure proper set-up prior to student use (e.g., ensure all locking mechanisms are secure).
 - Springboards with flat, long take-off area should not be used as a mounting device for vaults or other apparatus.
- **Mats:**
 - Mats should be placed on, under, and around all designated landing areas and equipment without overlaps or gaps.
 - Velcro mats should be properly connected.
 - Precautions should be taken to minimize movement of mats on impact.
 - Gymnastic mats should be used for floor work, tumbling and landing on feet from a controlled height (student's height at shoulder is maximum jumping height). These may include:
 - Ensolite 3.8 cm (1½ in.).
 - Trocellen 5.1 cm (2 in.).
 - Ethefoam 3.8 cm (1½ in.).
 - Sarneige 3.8 cm (1½ in.).
 - Mats of equivalent compaction rating.
 - Landing surfaces to be used for elevated inverted skills: 30.5 cm to 60.9 cm (12 in. to 24 in.) solid or cross-linked foam pit. These surfaces should not be used as landing surfaces for vaulting or for controlled landings (e.g., landing on feet, off any piece of equipment).
- **Layout of Gymnasium:**
 - Floor plan should allow enough space around each piece of apparatus for safe movement.
 - Landing area should be a safe distance away from walls and equipment.
- **Trampolines:**
 - Trampolines are not be used as equipment resources in schools.



SPECIAL RULES / INSTRUCTION

- Teach skills through The Basic Movement Patterns
- Teach safe movement skills, e.g., landings
- The single most important gymnastic skill is the ability to fall and land safely.
- Encourage students to work within their own comfort zone.
- Teach students to be aware of personal and general space for activities space, and to watch for others at all times.
- Teach skills in proper progression, e.g., a landing on the feet should be performed with control on the floor before working on an elevated surface
- Activities should be based on skills that are taught.
- Students should be instructed in safe use of equipment.
- Spotting - manual assistance provided to participants while performing skills on the floor or on equipment - is not appropriate, this is a good indication that the student lacks the necessary physical or motor skills
- Activity should be modified to the age and ability level of students
- Teachers should identify students absent on days when prerequisites were taught and ensure they are brought up to date.
- Apparatuses should be introduced one piece at a time when working toward the development of a circuit. A progression from lower to higher apparatuses should be followed.
- No personal listening devices e.g. cell phones, etc.
- Students should be provided with opportunity to re-hydrate during activity.

SUPERVISION

- Constant visual supervision is recommended for all educational gymnastics activities.

HORSEBACK RIDING

HORSEBACK RIDING is a high risk activity and is not sanctioned at any grade level.

ICE HOCKEY/SHINNY/RINGETTE

RISK LEVEL: High: Ice Hockey is a high risk activity in all grades. This activity requires an informed consent form filled out and turned in for each student before they can participate. Permission is required by completing and receiving approval on Form 215-1.

EQUIPMENT

- First aid kit should be stocked and accessible.
- Wear appropriate clothing for outdoor activity.
- Wear properly fitting skates.
- No figure skates allowed.
- Remove all jewelry prior to participation in hockey activities.
- No gum or candy.

HOCKEY/ SHINNY

- Wear CSA approved hockey helmet with facemask, gloves, elbow pads, and throat protector.
- Use a tennis ball, sponge puck, floor hockey ball or a soft plastic or rubber ball.
- If using regulation hockey puck, wear full hockey equipment.
- Check sticks often for cracks and splinters.



FACILITIES

- Use an ice surface that is free from debris and deep ruts.
- Ensure that all doors/gates remain closed while game is in progress,
- Before skating on outdoor ponds, determine ice safety with absolute certainty. Contact local authorities for information.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Base games on skills that are taught.
- Give all students, regardless of ability, basic instruction in: motion, stopping and turning.
- All rules should be clearly outlined and enforced.
- Outline safety rules clearly to students.
- No sticks above the waist.
- No slap shots.
- Body contact, stick on body contact stick-on-stick contact should not be allowed.
- Modify the game to suit equipment available and ability of students.
- No goaltender should be used unless all players are fully equipped. Implement a crease for protection of the goalie and do not allow other players in the crease.
- Make parents aware of off-campus activities and the mode of transportation.
- Students should be provided with opportunity to re-hydrate during activity.

SUPERVISION

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Teacher should have access to a phone

IN-LINE SKATING (ROLLER BLADING)

GRADES K – 12

If going off school site instructor should make sure the Field Trip (AP 261) form is filled out and approved.

RISK LEVEL: MODERATE

EQUIPMENT

- First aid kit should be stocked and accessible.
- Students must wear a correctly fitting approved CSA helmet.
- Elbow pads, knee pads and wrist guards are highly recommended.
- Teacher should ensure that each student has properly fitting skates.
- Wear clothing appropriate for outdoor activity.
- Roller blades must be good repair with a good brake.
- Students should not use technological devices while skating
- Remove all jewelry (other than medical alert jewelry) prior to in-line skating activities.
- No gum or candy.
- Wear sun protection for summer and winter outdoor activities.
- Wear insect repellent as needed.

FACILITIES

- Skating surface should be dry and free of obstacles, debris and large holes.
- On School Site: Teacher should designate a skating area free from traffic and significant declines/inclines. Gymnasiums should be used where accessible.



- Off School Site: Teacher should carefully select routes based on length, quality of paved surface, steepness (grade) and frequency of traffic.
- Teacher should follow all municipal bylaw regulations pertaining to roller blading. All commercial in-line facilities must meet safety guidelines.

SPECIAL RULES/INSTRUCTION

- Teach skills in proper progression.
- Activities should be based on skills that are taught.
- Teacher should provide all skaters with basic instruction in motion, stopping, and turning.
- Teacher should provide all skaters with basic instruction in skating courtesy, e.g., 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”. Teacher should designate direction of travel, e.g., clockwise or counterclockwise.
- Students should not be allowed to race, chase or play tag games.
- Teach how to fall properly.
- Instruct students in safety prior to practice and teach road safety rules.
- Teacher should emphasize, “Skate safe and always be in control”.
- Teacher should provide beginner skaters with their own designated area within the total area provided for the class. This enables beginner skaters to skate without interference from faster moving peers.
- Additional Off School Site:
 - Students should have mastered basic skills.
 - Students should follow traffic regulations.
 - Students should yield to pedestrians.
 - Students should skate with a “buddy”.
 - Parents must be informed when roller blading will take students off school property.

SUPERVISION

- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- One supervisor should lead the group and one supervisor should follow at the end of the group.

KINBALL (OMNIKIN) **GRADES K – 12**

RISK LEVEL: LOW

EQUIPMENT

- First aid kit must be stocked and accessible.
Large inflated ball should be used, e.g., Omnikin ball.
Suitable clothing and footwear should be worn. No stocking feet. Remind students to tie shoes securely.
- Remove all jewelry prior to participation in Kinball activities.
- No gum or candy.

FACILITIES

- Use a floor surface that is clean, level, provides safe footing and good traction and is free of all obstacles such as tables, chairs, etc.
- All entrance/exit doors should be closed.
- Floor sockets should have cover plates in place.



SPECIAL RULES/INSTRUCTION

- Skills should be taught in proper progression.
- Activities should be based on skills that are taught and modified based on skill level, age, and facilities/equipment available.
- Students should be provided with opportunity to re-hydrate during activity.

SUPERVISION

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
-

LACROSSE

Lacrosse-type games (Suitable for Grades K-12)

Box and Field Lacrosse (Suitable for Grades 7-12)

RISK LEVEL: MODERATE

EQUIPMENT

- First aid kit should be stocked and accessible.
- Use “soft” lacrosse balls.
- No goalies.
- Use molded plastic ugsticks.
- Wear protective eyewear.
- Wear suitable clothing and footwear. Remind students to tie shoes securely.
- Remove all jewelry prior to participation in lacrosse activities.
- No gum or candy.

FACILITIES

- Use a playing surface (indoor & outdoor) and surrounding area that is clean, free of all obstacles and provides safe footing and good traction.
- Outdoor playing field should be inspected prior to play.
- Bring holes and severely uneven surfaces to the attention of the principal and make students aware of them.
- Gymnasium floor sockets should have cover plates in place.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Games and activities should be based on skills that are taught.
- Play only non-contact lacrosse in physical education class.
- Modify rules to prevent stick-on-stick, or stick-on-body contact and to prevent accidental contact within 1m of the gym wall or playground fence.
- Stress student responsibility regarding individual space.
- Students should be provided with opportunity to re-hydrate during activity.

SUPERVISION

- Provide on-site supervision following initial skill instruction and after all safety concerns have been emphasized.
-



LOW ORGANIZATIONAL AND LEAD-UP GAMES GRADES K – 12

RISK LEVEL: LOW

EQUIPMENT

- First aid kit should be stocked and accessible.
- Use equipment that is appropriate for the age, size, strength, and skill level of students.
- Wear suitable clothing and footwear. No stocking feet. Remind students to tie shoes securely.
- Remove all jewelry prior to participation in low organizational and lead-up games.
- No gum or candy.
- Wear sun protection for summer and winter outdoor activities.
- Use insect repellent as needed.

FACILITIES

- Use a playing surface (indoor & outdoor) and surrounding area that is clean, free of all obstacles and provides safe footing and good traction.
- Turning points and finish lines must be a safe distance away from walls and equipment, trees, posts, natural hazards and holes.
- Games that take place over a large area require instructor to set and communicate definite boundary lines. Gymnasium floor sockets should have cover plates in place.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Games and activities should be based on skills that are taught.
- Teach students to stop playing immediately when a signal (such as a double whistle blast is given or the word “freeze” is spoken).
- For shuttle relays, all participants must have their own lane.
- No running backward relays.
- Walls, stages and fences must not be used as finish lines or safe zones.
- Safe zones must be clearly delineated.
- Students should be provided with opportunity to re-hydrate during activity.

SUPERVISION

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

MARTIAL ARTS AND COMBAT SPORTS

Risk Level: High – Martial Arts is a high risk activity at all grade levels. This activity requires an informed consent form filled out and turned in for each student before they can participate. Permission is required by completing and receiving approval on Form 215-1.

EQUIPMENT

- First aid kit should be stocked and accessible.
- Mats should be used for landings where appropriate. 5.1 cm (2”) mats, wrestling mats, or mats of equivalent compaction rating is required when the activity involves throws or falls. (See Gymnastics, general mats for specifications).
- Mat surface must be clean.



- Bare feet and loose, comfortable clothing should be worn.
- Tie back long hair.
- Remove all jewelry prior to participation in martial arts activities.
- No gum or candy.

FACILITIES

- Use a floor surface that is clean, dry, smooth, level, provides safe footing and is free of all obstacles such as tables, chairs, etc.
- Floor sockets should have cover plates in place.

SPECIAL RULES/INSTRUCTION

- Teach skills in proper progression.
- Activities should be based on skills that are taught.
- Teacher should stress the importance of anticipation, avoidance of risky situations, self-defense tactics and appropriate aggression.
- If a guest is instructing, the teacher should know the style of martial arts and the moves the instructor plans to teach.
- Select warm-up activities that emphasize conditioning and flexibility.
- Students should be provided with opportunity to re-hydrate during activity.
- Make parents aware of off-campus activities and the mode of transportation.

SUPERVISION

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Use qualified instructors to deliver the program.

ORIENTEERING/GPSACTIVITIES

GRADES K – 12

If going off school site instructor should make sure the Field Trip (AP 261) form is filled out and approved.

RISK LEVEL: LOW

EQUIPMENT

- First aid kit must be stocked and accessible.
- In forested areas, students should carry a whistle and be instructed in its use, i.e., three loud blasts indicate that they require assistance.
- Suitable clothing for outdoor activities and footwear should be worn. Remind students to tie shoelaces securely.
- In areas of heavy brush and forest students should wear protective eye wear.
- Remove all jewelry prior to participation in orienteering activities.
- No gum or candy.
- Wear sun protection for summer and winter outdoor activities.
- Wear insect repellent as needed.

FACILITIES

- Prior to initial use of orienteering course, teacher should do a safety check “walk through” to identify potential hazards.

SPECIAL RULES/INSTRUCTION

- Skills should be taught in proper progression.
- Activities should be based on skills that are taught and modified based on skill level of the students.



- Attendance should be taken before and after each activity session.
- Length and difficulty of course should be appropriate to the age and skill level of the students.
- Proper warm-up and cool-down should be included in all activities.
- Teachers should be aware of students with history of asthma and other respiratory problems and severe allergies, e.g., bee sting allergy. Those students should be encouraged to run with inhaler/auto injector.
- Attention should be given to:
 - Temperature of the day.
 - Length of time in sun.
 - Previous training and length of preparation.
- Control flags and markers should be set in a safe manner.
- Students should be provided with opportunity to re-hydrate during activity.
- Parents and students must be informed of importance of sun protection.
- Make parents aware of off-campus activities and the mode of transportation.

SUPERVISION

- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Emergency communication system should be in place.

OUTDOOR EDUCATION – GENERAL PROCEDURES

If going off school site instructor should make sure the Field Trip (AP 261) form is filled out and approved.

BACKPACKING:		Grades 5 - 12
CAMPING:		Grades 5 – 12
CANOEING		Grades 5 - 12
FLAT WATER KAYAKING:		Grades 7 – 12
CANOE TRIPPING:		Grades 9 – 12
LAKE/RIVER SWIMMING:		Grades 5 – 12
SAILING:		Grades 10 – 12
MOUNTAIN BIKING:		Grades 10 – 12
WINTER CAMPING:	Warm	Grades 7 – 12
	Cold	Grade 10 - 12
DOG SLEDDING:		Grades 10 – 12
ALPINESKIING/SNOWBOARDING:		Grades 4 – 12
ICE FISHING:		Grades 4 – 12

GENERAL PROCEDURES:

- At least one teacher/supervisor must have a minimum level of first aid training or wilderness first aid certification.
- Approval must include consideration of: itinerary, suitability of trip activities to the curriculum, travel time, safety factors, supervision arrangements, special group behavioral issues, age appropriateness, expense to students.
- Parental/guardian consent forms should be on file prior to any student going off the school site.
- Information on parent/guardian consent forms should include: itinerary including dates, routes, locations, contacts, relationship of trip activities to curriculum, supervision arrangements, mode of transportation, cost per student, behavioral expectations, inherent risks, and where applicable, parent/guardian information meeting.
- All transportation should be conducted in accordance with transportation admin procedures of the school



- If students are participating in any high risk activities an informed consent form is required stating the activities.
- Staff or volunteer drivers must comply with Administrative Procedure 552.
- For overnight trips, students should provide medical and special health information to the chaperone including Health Card number before leaving on the trip.
- Supervisors on trip must be aware of any students with medical conditions or dietary needs with medical implications and any student on medication.
- Students on vital medication must bring an extra supply of that medication in a clearly marked container and it should be in the possession of a supervisor. In unique circumstances, it may be more appropriate that it is in the student's possession, e.g., epi-pen. Supervisor should use discretion in determining who is responsible for medication.
- Supervisors should monitor weather conditions and postpone or modify the trip to ensure safety of all individuals.
- Identify and address any hazards, such as poisonous plants, wildlife risk, or water hazards before getting started. In forested areas for more advanced activities, if students participate alone in the activities (e.g., orienteering competition) students should carry a whistle and be instructed in its use (e.g., three loud blasts indicate that they require assistance)
- In new areas always work in groups or partners: ask participants to tell the leader if they can't see their partner or someone from their group.
- Supervisors on trip should have access to a cell phone and a list of parent contact/emergency contact numbers. Be cognizant that cell phone, GPS and other electronic positioning systems do not operate in all regions. If cell phones do not have coverage in the area you are traveling to, check into alternate communication systems such as satellite/two-way radios.
- Prior to the trip, teacher(s) must plan how they would access emergency medical care.

In situations where sufficient drinking water cannot be taken on the trip, arrangements must be made for boiling or treating water to kill disease-causing organisms. Water should be boiled for at least 10 minutes adding one minute of boiling time for every 300 m of altitude above sea level. When boiling is not practical, approved methods of chemical disinfecting must be used.

EQUIPMENT:

Provide students with a list of recommended clothing and personal items suitable for the specific activity. A bear banger and bear spray should be taken when the activity will occur in an area potentially inhabited by bears.

Remove all unnecessary jewelry.

Prior to the trip, teacher(s) should teach students how to use equipment such axes used for splitting wood.

Supervision of students using this equipment is mandatory. Supervisors will always store and be responsible for equipment of this type. Students in grade 8 and under are not to use this equipment.

SUPERVISION:

- Both male and female chaperones must accompany mixed groups for overnight trips.
- A vehicle for emergency purposes must be accessible.
- A supervisor should be designated to transport an injured student to the hospital, e.g., teacher or parent. This must not be the supervisor in charge of the trip.
- Students should be instructed to maintain visual contact with someone else in the group at all times.
- For the purpose of providing first aid coverage, at least one supervisor should have:
 - N.L.S. Lifeguard Certificate for swimming or appropriate water sport certification if activities include on/in- water experience. If no one has the appropriate certification all students must wear PFD's when on or in the water.
 - Current First Aid Qualification:
 - Wilderness First Aid Certificate, OR



- St. John emergency First Aid Certificate, OR
- Canadian Red Cross Emergency First Aid, OR
- Canadian Ski Patrol First Aid Certificate, OR
- Sport Medicine Certification, OR
- Registered Nurse, Doctor, EMT or EMR.

OUTDOOR EDUCATION BACKPACKING

BACKPACKING AND DAYHIKING (DAY TRIPS FROM SCHOOL /BASE CAMP/OVERNIGHT TRIPS)

SEE: *** OUTDOOR EDUCATION – GENERAL PROCEDURES ***

GRADES 5 – 12

RISK LEVEL: MODERATE EQUIPMENT

- First aid kit should be stocked and accessible.
- All necessary equipment must be collected and checked out before the trip.
- Each student should carry their own pack for both day tripping and overnight backpacking.
- Tie or pin back long hair when it could obscure vision.
- Remove all jewelry.
- Teacher should ensure the following items are brought:
 - Flashlight.
 - Water bottle(s).
 - Whistle or other signaling device for each person.
 - Any necessary medication.
 - First aid kit (with emergency blanket and moleskin).
 - Cell phone or two-way radio.
 - Nutritious food which does not require preparation and adequate and safe water.
 - Repair kit.
 - Appropriate knife if students have been taught how to properly use them and of proper age.
 - Compass.
 - Zip lock bags for waterproofing essentials.
 - Bear bangers and bear/pepper spray (when in bear country). Teacher/supervisor should have knowledge of proper use.
 - Sun protection and insect repellent.
 - Hat and sunglasses. Encourage students to wear a hat and sunglasses.
 - Matches in waterproof containers should be kept in at least two places.
 - Comfortable and durable flat shoes or boots with an aggressive tread (ankle support preferable) for hiking and a pair of comfortable “camp site” shoes with light treads.
 - Students should not have bare feet in campsite area.
 - Rain gear.
 - Clothing in layers suitable for season, and warm head gear and gloves when necessary. Have a dry change of clothing for one to two days longer than the number of the days the trip is scheduled for.
 - Sleeping bag inside waterproof bag.
 - Thermo-rest or insulating pad.
 - A backpack that fits the student.

FACILITIES

- Use only designated trails.
- Teacher should have a map of route, a compass (and GPS when possible), and have thorough knowledge of how to use them.
- A copy of the map and route should be on file at school.
- Ensure that teacher is familiar with the route. Students should be made familiar with route. If backpacking trip originates from base camp, leave a map with the supervisor at base camp.



- Teacher should register group at warden’s office, if applicable.

SPECIAL RULES / INSTRUCTION

- Skills should be taught in proper progression.
- Teacher should outline behavioral expectations to students.
- Students should be aware of emergency procedures and a “signal to assemble”.
- Trip supervisors must possess any necessary medication for designated students.
- Plan trip so that length and difficulty is appropriate for age and ability of students.
- Students should be provided with opportunity to re-hydrate during activity.
- Except for emergencies, travel should not take place in darkness.
- Teacher should be familiar with emergency first aid and emergency evacuation.
- Use a buddy system.
- All food items, gum, sunscreens, repellants and cosmetics (including toothpaste and deodorant) should not be allowed in tents or kept in tents at night, they should be stored in bear-proof containers or vehicles located a safe distance from students.
- Teacher should ensure that wood tick precautions are taken.
- Teacher should implement a night check system.
- Teacher should inform students of, and enforce, minimum impact camping skills.
- Postpone trip if there is any indication of threatening weather that could put student safety at risk.
- Parents and students must be informed of importance of sun protection.
- Obtain signed parent permission for participation.
- Make parents aware of off-campus activities and the mode of transportation.
- Avoid hiking in areas where there is a potential for falling rocks.

SUPERVISION

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Both male and female chaperones must accompany mixed groups for overnight trips.
- Grades 9 – 12: 1:8 ratios for distant overnight hikes, 1:15 for day hikes and 1:15 for local overnight hikes.
- Grades 5 – 8: 1:10 ratio. No distant overnight hikes.
- A supervisor should be designated to transport an injured student to the hospital, e.g., teacher or parent. This should not be the supervisor in charge of the trip.
- Cell phone for emergency purposes should be accessible at base camp. Remember, cell phones do not work in all regions.
- If cell phone coverage is not available, check into other options including satellite radio or two-way radio(s).
- Teacher should be aware of location of nearest phone or help in case of an emergency.
- Vehicle for emergency purposes should be accessible.
- A leader should be assigned to the front and back of the group. A leader could be a responsible student. The supervisor(s) can move along the group from front to back.
- The front and back of the group should be within whistle contact of the supervisor(s) at all times.
- Teacher should designate regular rendezvous – check sites.
- Route cards should be left with school or other supervising body with emergency contacts and response system planned and in place.
- At least one supervisor must have:
 - N.L.S. Lifeguard Certificate, OR
 - Current first-aid qualifications including:
 - St. John Emergency First Aid Certificate, OR
 - Canadian Red Cross Emergency First Aid, OR
 - R.L.S.S. Aquatic Emergency Care Certificate, OR
 - Canadian Ski Patrol First Aid Certificate.
- See OUTDOOR EDUCATION – CAMPING FOR MORE INFO.



OUTDOOR EDUCATION CAMPING

An extended overnight camping experience in an outdoor environment, with students using dorm or tents and doing their own food preparation. GSSD does not sanction canoeing for Grade K – 4.

SEE: *** OUTDOOR EDUCATION – GENERAL PROCEDURES ***
GRADES 5 – 12

RISK LEVEL: MODERATE

EQUIPMENT

- First aid kit should be stocked and accessible.
- If cooking on stoves, use propane/liquid gas type stoves (1 per 4 students).
- Collect and check all necessary equipment before the trip.
- Remove all jewelry.
- Tie or pin back long hair when it could obscure vision.
- Teacher should ensure the following items are brought:
 - Matches in waterproof containers should be kept in at least two places.
 - Sun protection and insect repellent.
 - Shovel/trowel.
 - Activity specific repair kit.
 - Flashlight.
 - Appropriate knife if trained and approved for age.
 - Bear bangers and bear/pepper spray when in bear country. Teacher should have knowledge of proper use.
 - Nutritious food that does not require extensive preparation and adequate and safe water supply (precooking is encouraged).
 - Suitable layers of clothing and a change of clothing for one to two days longer than the number of the days the trip is scheduled for.
 - Encourage students to wear a hat and sunglasses.
 - Rain gear.
 - Aggressive soled, solid and broken-in shoes/boots. Students must not have bare feet in campsite area.
 - Sleeping bag inside waterproof bag.
 - Thermo-rest or insulating pad.

FACILITIES

- Facilities and routes should be suitable to the age and abilities of group.
Teacher should register group at warden's office if applicable.

SPECIAL RULES / INSTRUCTION

- Skills should be taught in proper progression.
Plan program activities that are age and skill level appropriate.
- Teachers should encourage use of buddy system with students.
- Have trip supervisors carry any necessary medication for designated students.
- Plan program in detail with contingency plans for inclement weather.
- All food items, gum, sunscreens, repellants and cosmetics (including toothpaste and deodorant) should not be allowed in tents or kept in tents at night, they should be stored in bear-proof containers or vehicles located a safe distance from students.
- Students should only use axes, and saws following a detailed instructional session and under supervision of a qualified supervisor. Students in grades 5 – 8 must not use axes and saws.



- Students filling and lighting camp stoves should be under constant visual supervision following instruction. Students should be trained in the safe use of stoves before the trip.
- Make students aware of behavioral expectations, boundaries for activity, assembly procedures.
- Teacher should inform students of, and enforce, minimum impact camping skills.
- No open flame should be allowed in, or near, tents. An area for filling stoves must be designated away from tents.
- Develop a process to account for students and to identify any students who may be missing.
- With the exception of winter camping, eating and sleeping areas should be separated by 50- 100 metres.
- Obtain signed parent permission for participation (informed consent forms are acceptable).
- Make parents aware of off-campus activities and the mode of transportation.
- Students should be provided with opportunity to re-hydrate during activity.
- Except for emergencies, travel should not take place in darkness.
- Teacher should ensure that wood tick precautions are taken.
- Parents and students must be informed of importance of sun protection.

SUPERVISION

- On-site supervision with night checks – by male and female supervisors is recommended.
- A trained individual responsible for providing first aid and transportation of injured students must be present during the entire outing. This should not be the supervisor in charge of the trip.
- Cell phone for emergency purposes should be accessible at base camp. Remember, cell phones do not work in all regions.
- Emergency communication system should be accessible.
- If cell phone coverage is not available, check into other options including satellite radio or two-way radio(s).
- Have access to a vehicle for emergency purposes.
- Suggested guideline 1:8 ratio (Gr. 5 - 8). 1:10 ratio (Gr. 9-12) supervisors to students for extended overnight trips.
- At least one of the leaders should have tent camping experience.
- Route cards should be left with school or other supervising body with emergency contacts and response system planned and in place.
- At least one supervisor must have:
 - N.L.S. Lifeguard Certificate, OR
 - Current first-aid qualifications including:
 - St. John Emergency First Aid Certificate, OR
 - Canadian Red Cross Emergency First Aid, OR
 - R.L.S.S. Aquatic Emergency Care Certificate, OR
 - Canadian Ski Patrol First Aid Certificate.
- See OUTDOOR EDUCATION GENERAL PROCEDURES.

OUTDOOR EDUCATION CANOEING

Pools, Lake Water Canoeing, Base Camp Canoeing, Flat River Canoeing

SEE: *** OUTDOOR EDUCATION – GENERAL PROCEDURES ***

GRADES 6 – 12

Risk Level: High: Canoeing is not sanctioned in Kindergarten to Grade 4 and is a high risk activity in Grades 5-12. This activity requires an informed consent form filled out and turned in for each student before they can participate. Permission is required by completing and receiving approval on Form 215-1.



EQUIPMENT

- Waterproof first aid kit should be stocked and accessible (with emergency blanket).
- Bailing device and 50 ft – 15m (GSSD) Throw rope in each canoe.
- Paddles and canoes should be inspected for cracks, splinters and leaks.
- Correct fitting and Transport Canada approved PFD/life jacket, must be worn properly and done up at all times while on the water.
- A whistle with one person in each canoe.
- Remove all jewelry.
- Sun protection and insect repellent should be available.
- Students should wear clothing appropriate for open water canoeing.
- Tie or pin back long hair when it could obscure vision.
- Hat and sunglasses wearing is encouraged.
- All equipment should meet Canadian Coast Guard Regulation standards, e.g., bailing device, 15 m of buoyant rope (tow line) in each canoe.
- GSSD does not allow aluminum canoes in pools.

FACILITIES

- Select water conditions appropriate for the skill level of the group.
- Supervisors should be familiar with the route.
- Supervisors must not plan trip through white water.

SPECIAL RULES / INSTRUCTION

- At least one instructor must have been certified in Paddle Canada Canoeing Basics, and Lake Canoe Intro Teach skills in proper progression.
- Activities should be based on skills that are taught.
- Consideration must be given to the age and experience of the students and the difficulty of the experience.
- Students should be taught basic competence in:
 - Power stroke.
 - “J” stroke”.
 - Sweep strokes.
 - Draw stroke.
 - Back stroke (or check 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.
- Teacher/supervisors should be aware of weather forecast, especially wind conditions. Canoeing must be canceled in adverse conditions.
- Students should be taught whistle signals for danger and help.
- A rescue craft must be on shore and accessible while students are canoeing on open water or there must be sufficient craft and instructors on the water to provide rescue operations.
- If possible prior to going on the water for canoe activities students should successfully complete the following swim test:
 - Swim 100 m continuously any stroke with a personal floatation device (PFD).
 - In deep water show a high level of comfort wearing a PFD for 5 minutes.
- Make parents aware of off-campus activities and the mode of transportation.
- Students should be provided with opportunity to re-hydrate during activity.
- Parents and students must be informed of importance of sun protection.



- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Emergency phone should be accessible.
- At least one instructor must have been certified in both Paddle Canada Canoeing Basics, and Lake Canoe Intro
- All teachers should be familiar with both Transport Canada and Canadian Coast Guard Regulations.
- Vehicle for emergency purposes should be accessible.
- Designate a responsible individual who is not the “in-charge” person to transport an injured student to hospital.
- Suggested guideline for Gr. 6 – 8 is a ratio of 1:8 instructor to students and for Gr. 9 – 12 is 1:10 ratio of instructor to students. Route cards should be left with school or other supervising body with emergency contacts with response system planned and in place.
- Have at least one supervisor with:
 - 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.

OUTDOOR EDUCATION FLAT WATER KAYAKING

(Pool, Lake Water Kayaking, Flat Water Kayaking)

SEE: *** OUTDOOR EDUCATION – GENERAL PROCEDURES ***
GRADES 5 – 12

Risk Level: High- Kayaking is not sanctioned in Kindergarten to Grade 4 and is a high risk activity in Grades 5-12. This activity requires an informed consent form filled out and turned in for each student before they can participate.

EQUIPMENT

- Waterproof first aid kit should be stocked and accessible (with emergency blanket).
- Kayak should have adequate flotation in nose and stern to ensure buoyancy.
- Kayak paddle must be used.
- Teacher should check paddle and kayak for cracks, splinters, or leaks.
- Correct fitting and Transport Canada approved PFD/life jacket, with whistle attached, must be worn properly and done up at all times while on the water.
- All equipment should meet Canadian Coast Guard Regulation standards, e.g., bailing device, 15 m of buoyant rope in each kayak.
- Appropriate knife should be accessible, e.g., worn on the leader’s PFD.
- Sun protection and insect repellent should be available.
- Students should wear clothing appropriate for open water kayaking.
- Students must wear closed footwear that is securely attached and is able to get wet.
- Remove all jewelry prior to participation in kayaking activities.
- No gum or candy.

FACILITIES

- Water conditions should be 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).



SPECIAL RULES/INSTRUCTION

- Skills should be taught in proper progression.
 - • Activities should be based on skills that are taught. Instructors must ensure students can attach the spray skirt to the kayak by themselves when introducing this piece of equipment.
 - Students wishing to wear a spray skirt will demonstrate a wet exit with a spray skirt before leaving direct control of the instructor.
 - The Kayak Instructor will determine when the student is ready for the next skill level.
 - It is recommended to start kayaking in a pool or controlled environment before progressing to open water.
 - Students must be of good general health on the day of the activity to be able to participate in the water.
 - The teacher/instructor and in-charge person should be informed of students with medical problems that may affect their safety in the water.
 - Supervisors require awareness of conditions contributing to and treatment of hypothermia and hyperthermia.
- Before open water kayaking, in a pool, sheltered bay or shallow water students should demonstrate basic competence in:
- Getting in and out, launching kayak.
 - Emptying the kayak (beach and dock).
 - T-rescue.
 - Wet exit.
 - Forward stroke.
 - Back Stroke.
 - Front Sweep.
 - Back sweep.
 - Stopping.
 - Draw stroke.
 - Bracing.
- If possible prior to going on the water for canoe activities students should successfully complete the following swim test:
 - Swim 100 m continuously any stroke with a personal floatation device (PFD).
 - In deep water show a high level of comfort wearing a PFD for 5 minutes.
 - Students should be provided with opportunity to re-hydrate during activity.
 - Make parents aware off off-campus activities and the mode of transportation.

SUPERVISION

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Cell phone, satellite phone or two-way radio(s) for emergency purposes should be accessible.
- Vehicle for emergency purposes should be accessible.
- A supervisor should be designated to transport an injured student to the hospital, e.g., teacher or parent. This should not be the supervisor in charge of the trip.
- Ratio of supervisor to students 1:10. At least one supervisor must be an instructor.
- Instructor must possess Paddle Canada River Kayaking Instructor Beginner Certification or equivalent.
- All teachers should be familiar with Transport Canada Regulations.
- A rescue craft should be on shore and accessible while students are kayaking on open water.



- Have at least one supervisor with:
 - 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.
 - See OUTDOOR EDUCATION – CAMPING FOR MORE INFO.
-

OUTDOOR EDUCATION CANOE TRIPPING

(VOYAGEUR CANOEING & VOYAGEUR TRIPPING)

SEE: *** OUTDOOR EDUCATION – GENERAL PROCEDURES ***

Canoe Tripping is defined as traveling in groups by canoe through wilderness or semi-wilderness areas for a period of time which includes at least two overnight camp stays.

GRADES 9 – 12

Risk Level: Risk Level: High: Canoeing Tripping is not sanctioned in Kindergarten to Grade 8 and is a high risk activity in Grades 9-12. This activity requires an informed consent form filled out and turned in for each student before they can participate. Permission is required by completing and receiving approval on Form 215-1.

EQUIPMENT

- Waterproof first aid kit should be stocked and accessible (with emergency blanket).
- Paddles and canoes should be inspected for cracks, splinters and leaks.
- Bailing device.
- Correct fitting and Transport Canada approved PFD/life jacket, must be worn properly and done up at all times while on the water.
- A whistle with one person in each canoe.
- Sun protection and insect repellent should be available.
- Suitable layers of clothing and a change of clothing for one to two days longer than the number of the days the trip is scheduled for.
- Tie or pin back long hair when it could obscure vision.
- Hat and sunglass wearing is encouraged.
- Remove all jewelry.
- Students must wear closed footwear that is securely attached and is able to get wet.
- All equipment should meet Canadian Coast Guard Regulation standards, e.g., bailing device, 15 m of buoyant rope (tow line) in each canoe.
- Teacher should ensure that there is an extra paddle in each canoe.
- Teacher should ensure the following items are brought:
 - Matches in waterproof containers should be kept in at least two places.
 - Flashlight.
 - Appropriate knife should be accessible.
 - Repair kit for canoe.
 - Appropriate canoe tripping packs.
 - Emergency communication system where feasible.
 - A water purification method, e.g., stove to boil water, water purification unit, chemical tablets.
 - Rain gear – (ponchos are not recommended).
 - Appropriate clothing layers and a dry change of clothing.



FACILITIES

- Plan a route that is appropriate to age/ability of students.
- Supervisors should be familiar with the route.
- Route should be dependent on leader's qualifications.
- Teacher should ensure water conditions are appropriate for the skill level of the group.
- Supervisors must not plan trip through white water.
- Appropriate knife should be accessible, e.g., worn on the leader's PFD.
- Teacher should have a map of the area, a compass and knowledge of how to use them.

SPECIAL RULES / INSTRUCTION

- Skills should be taught in proper progression.
- Teacher should be aware of weather forecast, especially wind conditions and possible storm activity.
- Canoeing must be cancelled in adverse conditions.
- Teacher must postpone the trip if there is an indication of inclement weather severe enough to put student safety at risk.
- Students should be taught whistle signals for danger and help.
- A rescue craft must be on shore and accessible while students are canoeing on open water or there must be sufficient craft and instructors on the water to provide rescue operations.
- Make parents aware of off-campus activities and the mode of transportation.
- Obtain signed parent permission for participation.
- Students should be provided with opportunity to re-hydrate during activity.
- All students considered for participation in a school canoe trip must meet the following minimum guidelines:

WATER SAFETY:

- Swim 100 m continuously any stroke without a personal floatation device (PFD).
- Tread water for 3 minutes without a PFD.
- Put on PFD/life jacket in the water.
- Demonstrate the help/huddle position.
- Demonstrate comfort swimming while wearing a PFD.
- Or have the student produce documentation that proves they are capable to do these skills.

CANOEING SKILLS:

- Power stroke.
- "J" stroke.
- Sweep strokes.
- Draw stroke.
- Backwater strokes.
- Proper entry/exit from canoe.
- Self rescues into dry and/or swamped canoes.
- Canoe over canoe rescue procedures.
- Synchronized strokes.
- Packing a canoe.
- Portaging techniques.
- Basic river maneuvers, e.g., forward ferry, eddy turns, sideslips.
- The person in the stern should have mastered the "J" stroke.
- Students should be instructed on how to handle unexpected wind and wave conditions.



RELATED AREAS:

- Basic first aid including hypothermia treatment.
- Personal camping: suitable clothing and canoeing equipment and repairs.
- Camping skills and safety.
- Environmental concerns.
- Use of a compass.
- Map reading.
- 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.

SPECIAL RULES / INSTRUCTION

- Make parents aware of off-campus activities and the mode of transportation.
- Obtain signed parent permission for participation.
- Students should be provided with opportunity to re-hydrate during activity.

SUPERVISION

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Both male and female chaperones must accompany mixed groups for overnight trips.
- Cell phone, two-way radio(s) or satellite radio for emergency purposes should be accessible.
- Vehicle for emergency purposes should be accessible.
- Designate a responsible individual who is not the “in-charge” person to transport an injured student to hospital.
- All teachers should be familiar with both Transport Canada and Canadian Coast Guard Regulations.
- Lead instructor should possess both Paddle Canada Canoeing Basics, and Lake Canoe Intro and canoe tripping experience.
- Lead instructor should possess Paddle Canada Canoe Tripping Intro for any trips after Jan. 1, 2012
- If the group is divided into two trips, then two teachers/supervisors must have relevant qualifications.
- Route cards should be left with school or other supervising body with emergency contacts with response system planned and in place.
- Have at least one supervisor with:
 - National Lifeguard Service Lifeguard 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.
- Staff/supervisor to student ratio must be 1:8. Supervisors must demonstrate competencies in water safety, canoeing skills and related areas as required for students.
- Have at least one supervisor who has experience with:
 - Bug season.
 - Cold water rapids (recognize inherent danger and ways to avoid).
 - Cooking over open fire without a grate.
 - Camp craft waterproofing methods during wet weather.
- At least one teacher/supervisor must have general knowledge of the area.
- A systematic pattern for group travel and communication must be established.
- For all overnight trips, there should be a minimum of two teacher/supervisors present.
- One supervisor is responsible to contact the principal or designate from the school once a day.
- See OUTDOOR EDUCATION – CAMPING FOR MORE INFO.



OUTDOOR EDUCATION OUTDOOR (LAKE) SWIMMING

SEE: *** OUTDOOR EDUCATION – GENERAL PROCEDURES ***
GRADES 7 – 12

Risk Level: High- Lake Swimming is not sanctioned in Kindergarten to Grade 6 and is a high risk activity in Grades 7-12. This activity requires an informed consent form filled out and turned in for each student before they can participate. Permission is required by completing and receiving approval on Form 215-1.

EQUIPMENT

- First aid kit should be stocked and accessible (with emergency blanket).
- Teacher should ensure the following items are accessible:
 - Whistle or other signaling device.
 - Buoyant throw line.
 - Blanket.
- Wear appropriate swimming attire.
- Sun protection and insect repellent should be available.
- Remove all jewelry prior to participation in water activities.
- No gum or candy.
- Tie or pin back long hair.

FACILITIES

- Teacher must ensure that the swimming area is:
 - Free from hazards. GSSD – “clearly marked, roped off with floating devices”
 - Of suitable water temperature.
 - Reasonably clean and clear.
- No swimming in fast moving rivers or streams.
- Prior to trip, teacher should check with local authorities to determine whether water is safe for swimming.

SPECIAL RULES / INSTRUCTION

- **If teacher or supervisor does not possess a:**
 - N.L.S. Lifeguard Certificate for swimming all students must wear PFD’s when in the water.
- Skills should be taught in proper progression.
- Activities should be based on skills that are taught.
- Parents must give written permission for their child to be involved in any swimming activity and must indicate child’s swimming ability, e.g., non-swimmer, capable swimmer.
- Teacher must identify and observe non-swimmers.
- Follow posted rules and regulations of swimming area.
- Inform students of acceptable standards of behaviour in the water.
- Students should not be allowed to dive, push off the dock, or dunk other students.
- A counting system must be used at regular intervals, e.g., every 15 minutes blow whistle and have students count off.
- Students must swim with a buddy.
- No swimming after dark.
- Teacher should discontinue swimming activities if there is an indication of bad weather.
- Swimming allowed only in designated area.
- No distance swims.



- Person(s) assuming supervisory responsibilities should be clearly visible to all swimmers at all times.
- In an emergency situation, supervisor is in charge.
- Have an emergency action plan in place.
- Diving should not be allowed in any open water swimming situation.
- Students should not rely on flotation devices, unless it is a PFD or lifejacket.
- Students must practice emergency water drill, e.g., assemble on shore at sound of three loud whistle blasts.
- Length of swim must depend on type of swimmers, condition of atmosphere, condition of water, and time of day.
- Students should be provided with opportunity to re-hydrate during activity.
- Parents and students must be informed of importance of sun protection.
- Make parents aware of off-campus activities and the mode of transportation.

SUPERVISION

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Teacher should have access to a phone.
- A supervisor should be designated to transport an injured student to the hospital e.g., teacher or parent. This should not be the supervisor in charge of the trip.
- Have access to a vehicle for emergency purposes.
- Have one supervisor with current certification:
 - National Lifeguard Service Lifeguard Certificate Waterfront option, OR
 - National Lifeguard Service Pool Certificate with two years waterfront experience.
- To provide instruction
- Provide at least one other adult supervisor in addition to the supervisor.
- Supervisor to swimmer ratio: Grades 7-9 1:10, Grades 10-12 1:15

OUTDOOR EDUCATION SAILING

SAILING is a high risk activity and is not sanctioned at any grade level.

OUTDOOR EDUCATION MOUNTAIN BIKING

SEE: *** OUTDOOR EDUCATION – GENERAL PROCEDURES ***

Teachers who wish to instruct mountain biking require written permission from the Director or designate.

GRADES 5 – 12

Risk Level: High- Mountain Biking is not sanctioned in Kindergarten to Grade 4 and is a high risk activity in Grades 5-12. This activity requires an informed consent form filled out and turned in for each student before they can participate. Permission is required by completing and receiving approval on Form 215-1.

EQUIPMENT

- First aid kit must be stocked and accessible.
- All necessary equipment must be collected and checked out before the trip.
- Students must do a safety inspection of bicycle before each use.
- CSA approved and correctly fitting bicycle helmets must be worn.
- Encourage students to wear eye protection, e.g., eye glasses, sunglasses.
- One rider to carry a bicycle tool kit during riding.
- Supervisor to carry a first aid kit.



- Bike should be appropriate for size and age of student.
- No open toed shoes.
- Appropriately fitting clothing.
- Wear clothing appropriate for outdoor activity. Be prepared for adverse weather conditions.
- Students carry nutritious food on day trips.
- Students carry a whistle or other signaling device on trips.
- Remove all unnecessary jewelry prior to biking.
- Wear sun protection for summer and winter outdoor activities.
- Wear insect repellent as needed.
- Bear bangers and bear/pepper spray when in bear country. Teacher should have knowledge of proper use.
- If camping is involved

FACILITIES

- Choose routes carefully in terms of the length, surfaces, frequency of traffic, and complexity of intersections and railway crossings.
- Teacher should have a map of route, a compass (and GPS when possible), and have a thorough knowledge of how to use them.
- If trip originates from base camp, leave a map with the supervisor at base camp.
- Trails must be selected according to the technical elements present and the skill of the participants.
- Prior to initial use of route, teacher must do a safety ride-through to verify safety and suitability.
- For off-road routes, ensure permission from landowner is obtained.
- If possible, teacher must register group at warden's office.

SPECIAL RULES/INSTRUCTION

- Teach skills in proper progression.
- Activities should be based on skills taught.
- Teacher should outline behavioral expectations to students as well as boundaries for activities and assembly procedures.
- Students must be familiarized with bike parts and their operation.
- Students must bike under control at all times. Discourage showing off or stunting.
- A record of students and the route must be left in the school with an appropriate person.
- Avoid traveling in darkness.
- Use the buddy system if practicing.
- Students must be made aware of emergency procedures.
- No electronic devices that involve ear or headphones.
- Students must be encouraged to carry water for hydration purposes.
- Students must be made aware of the importance of eye protection.
- Students must be informed of the need for sun protection.
- Trip supervisors must possess any necessary medication for designated students.
- Plan program in detail with contingency plans for inclement weather.
- Postpone trip if there is any indication of threatening weather that could put student safety at risk.
- For biking trips, obtain signed parent permission for participation.
- Make parents aware of off-campus activities and the mode of transportation.

SUPERVISION

- In-the-area supervision is required following initial skill instruction and after all safety concerns have been emphasized.
- Both male and female chaperones must accompany mixed groups for overnight trips.
- Emergency phone should be accessible. If cell phone coverage is not available, check into other options including satellite radio or two-way radios.
- Teacher should be aware of location of nearest phone or help in case of an emergency.
- Vehicle for emergency purposes should be accessible.



- Teacher must demonstrate knowledge of sport, skills and strategies to the principal or designate.
- At least one supervisor must have:
 - N.L.S. Lifeguard Certificate, OR
 - Current first-aid qualifications including:
 - St. John Emergency First Aid Certificate, OR
 - Canadian Red Cross Emergency First Aid, OR
 - R.L.S.S. Aquatic Emergency Care Certificate, OR
 - Canadian Ski Patrol First Aid Certificate.
- Teacher stays at back of pack.
- On trips, one supervisor at the front and one in the back of the pack.
- The front and back of the group should be within whistle contact of the supervisor(s) at all times.
- On trips, designate a supervisor who is not the supervisor in charge of the trip to transport an injured student to the hospital.
- Recommended ratio of supervisors to students on trips: 1:10.
- Route cards should be left with school or other supervising body with emergency contacts and response system planned and in place.
- See OUTDOOR EDUCATION – CAMPING FOR MORE INFO.

OUTDOOR EDUCATION WINTER CAMPING

SEE: *** OUTDOOR EDUCATION – GENERAL PROCEDURES ***

Cold Winter Camping means heated or non-heated temporary structures such as tents, quinzees and igloos.

Risk Level: High- Winter camping is not sanctioned in Kindergarten to Grade 9 and is a high risk activity in Grades 10-12. This activity requires an informed consent form filled out and turned in for each student before they can participate. Permission is required by completing and receiving approval on Form 215-1.

EQUIPMENT

- First aid kit should be stocked and accessible (with emergency blanket).
- Matches in waterproof containers should be kept in at least two places.
- Teacher should bring a lightweight camp stove.
- Students should have a four-season sleeping bag or equivalent.
- Thermal-rest/insulation pad for under cold weather sleeping bag should be used.
- Safe heating devices.
- Headlamps/flashlights and spare batteries.
- All equipment should be checked prior to use.
- Wear clothing that is appropriate for weather conditions.
- Layering clothing principles must be taught.
- Students should bring a dry change of clothing.
- Boots with removable liners.
- Students should have a whistle or whistle-sounding device.

FACILITIES

- Teacher should select facilities/sites based on the age and experience of students.
- Teacher should check site for dangerous overhanging dead trees.

SPECIAL RULES/INSTRUCTION

- Skills should be taught in proper progression.
- Heat loss principles should be taught.
- If lean-to camping, inspect ridge pole prior to occupancy.



- “Safe” shelter building skills should be taught.
- Students must be informed of layering clothing principles.
- Instruct students in the prevention, recognition and treatment of hypothermia and frostbite.
- Instruct students in outdoor winter survival techniques.
- Students should be provided with opportunity to re-hydrate during activity.
- Fire building skills should be taught.
- Supervisors should check heat sources and monitor their use.
- Establish a systematic pattern for group travel and communication.
- Leave a complete trip itinerary in the school.
- Make students and parents aware of the importance of sun protection.
- Make parents aware of off-campus activities and the mode of transportation.

SUPERVISION

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Teacher should ensure that an emergency communication system is accessible.
- A trained individual responsible for providing first aid and transportation of injured students should be present during the entire outing.
- Vehicle for emergency purposes must be accessible.
- Have instructor/supervisors with previous winter camping experience whenever possible.
- Have a least one supervisor with St. John Emergency First Aid Certificate or equivalent.
- The ratio of supervision is 1:8 for distant overnight camping and 1:15 for local overnight camping.

OUTDOOR EDUCATION SKIING (ALPINE) / SNOWBOARDING

SEE: *** OUTDOOR EDUCATION – GENERAL PROCEDURES ***
GRADES 4 – 12

Risk Level: High- Alpine skiing and Snowboarding is not sanctioned in Kindergarten to Grade 3 and is a high risk activity in Grades 4-12. This activity requires an informed consent form filled out and turned in for each student before they can participate. Permission is required by completing and receiving approval on Form 215-1.

EQUIPMENT

- First aid kit should be stocked and accessible.
- Bindings must meet with current approved guidelines. They must be in good working order and set to the proper tension.
- Use only rental equipment that is inspected and issued by a certified technician.
- Students must use boards, skis and poles of the proper length. Edges and bases must be in good repair.
- Boots and bindings must be compatible.
- Students should wear wrist guards when snowboarding.
- Students must wear CSA approved skiing/snowboarding helmet (hockey, motorcycle, only if necessary)
- Recommend students wear some type of eye protection such as sunglasses or ski goggles.
- If equipment is borrowed, bindings should be inspected and adjusted on-site by a knowledgeable equipment technician.
- Make students supplying their own equipment aware that the equipment must be checked and in good repair.
- Long hair should be tied back or tucked in. Loose articles such as scarves, long hats or toggles should be removed or tucked in.
- Students should wear appropriate cold-weather (layered) outdoor clothing, especially hand and headwear.
- Wear sun protection for summer and winter outdoor activities.



FACILITIES

- Ski/snowboard only in appropriate areas as identified by a qualified ski instructor.
- Only commercially operated ski facilities with suitable teaching areas (gentle slopes) should be used.
- The area must be patrolled by members of a recognized ski patrol.
- Define skiing area to the students so they are aware of the boundaries for activity.
- Students must ski in areas identified as appropriate by the qualified ski instructor.
- Features must be inspected and maintained on a daily basis.
- Instructor should inspect features throughout the day for changing conditions. Features should be closed to students if they become unsafe.
- Take offs should be clearly marked with dye.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Activities should be based on skills taught.
- All students should be tested and grouped appropriately as determined by a qualified ski/snowboarding instructor.
- GSSD states “tests and group students appropriately as determined by a qualified ski instructor. Require those identified as needing instruction to participate in an instructional lesson”.
- After lesson, stress importance to students of skiing/boarding on slopes appropriate to their skill level, e.g., a beginning skier/boarder should stay on green or easy blue runs and stay away from difficult blue and all black runs.
- Teach students the importance of skiing in control at all times.
- Discourage showing off or stunting.
- Ensure that students are thoroughly familiar with Alpine Responsibility Code (including lift procedures), slope ratings and the role of the ski patrol.
- Students should be taught what to do if they or one of their fellow students is injured (e.g., assign someone to stay with injured student until ski patrol arrives, how to signal for help, how to contact ski patrol and how to contact the teacher or supervisor).
- Long hair should be tied back or tucked in. Loose articles such as scarves, long hats, or toggles should be removed or tucked in.
- Students should not engage in freestyle moves or jumping activities unless properly skilled and supervised in a terrain park.
- Students should be instructed to read and follow all posted rules in the terrain park.
- Use of half-pipes, jumps larger than 1 m and inversion moves (flips) must not be permitted.
- Students should be introduced to basic skills related to safe participation in the terrain park. A progression-based teaching method should be used.
- Students should only use features that are identified as appropriate by a qualified instructor.
- Students should inspect all aspects of a feature before using it.
- Only one person should use a feature at a time. Instruct students to wait their turn. If view of the landing area is obscured, position a spotter to watch and indicate when a feature is clear to use.
- Prior to activity, discuss proper clothing.
- Discuss frostbite and hypothermia and how to recognize and treat them. Inform parents and students of importance of sun protection.
- Inform parents by letter of their child’s involvement in skiing and make them aware of the importance of suitable clothing and equipment.
- Make parents aware of off-campus activities and the mode of transportation. Obtain signed parent permission for participation.
- Teacher should be aware of students with a history of medical ailments, e.g., asthma, seizures, heart conditions and severe allergies.
- Teacher must postpone activity if there is an indication of inclement weather, severe enough to put student safety at risk.
- A buddy system should be used whenever appropriate.



- Students should be provided with opportunity to re-hydrate during activity.

SUPERVISION

- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- A vehicle for emergency purposes must be accessible.
- Teacher should have access to a phone.
- Clearly outline duties of the supervisors, including circulating to all hills that students are using for skiing and snowboarding.
- A supervisor should be designated to transport an injured student to the hospital, e.g., teacher or parent. This should not be the supervisor in charge of the trip.
- Suggested guidelines:
 - 1:12 ratio (Gr. 4-6) of certified instructor/supervisor to students.
 - 1:15 ratio (Gr. 7-9) of certified instructor/supervisor to students.
 - 1:25 ratio (Gr. 10-12) of certified instructor/supervisor to students.
- Teacher or supervisor should establish check-in times during the day, for all students.

SNOWBOARDING

GRADES K – 12

Risk Level: High:

SUPERVISION

- For Grades 4-12, in-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- For Grades K-3, on-site supervision is recommended (e.g., students stay in a group with supervisor).
- Suggested guidelines:
 - 1:8 ratio (Grades K-3) of certified instructors/supervisors to students.
 - 1:15 ratio (Grades 4-6) of certified instructors/supervisors to students.
 - 1:20 ratio (Grades 7-9) of certified instructors/supervisors to students.
 - 1:30 ratio (Grades 10-12) of certified instructors/supervisors to students.
- Teachers or supervisors from the school should carry a mobile phone and leave the number with the ski school and ski patrol so they may be contacted in case of an incident.
- Teachers or supervisors should establish check-in times during the day for all students.
- Lifts and appropriate runs should be specified for each group.
- Supervisors' duties should be clearly outlined (e.g., circulating to all areas that students are using for skiing and snowboarding).
- Teachers/instructors must postpone activity if there is an indication of inclement weather severe enough to put student safety at risk.



OUTDOOR EDUCATION ICE FISHING

SEE: *** OUTDOOR EDUCATION – GENERAL PROCEDURES ***
GRADES 4 – 12

RISK LEVEL: High- Ice fishing is not sanctioned in Kindergarten to Grade 3 and is a high risk activity in Grades 4-12. This activity requires an informed consent form filled out and turned in for each student before they can participate. Permission is required by completing and receiving approval on Form 215-1.

EQUIPMENT

- First aid kit should be stocked and accessible.
- Have a license if required.
- Fishing rod and tackle.
- Ice Auger.
- Wear clothing that is appropriate for weather conditions.
- Carry a dry change of clothing per student.
- Wear sun protection for summer and winter outdoor activities.

FACILITIES

- Determine ice safety with absolute certainty. Contact local authorities for information
- Design and then have students stay within boundaries designated for ice fishing.

SPECIAL RULES/INSTRUCTION

- Teach skills in proper progressions.
- Instruct students how to dress properly using the principles of “layering”.
- Instruct students in the prevention, recognition and treatment of hypothermia and frostbite.
- Teach skills in proper progressions.
- Students should be provided with opportunity to re-hydrate during activity.
- Parents and students must be informed of importance of sun protection.
- Obtain parent permission for participation.
- Make parents aware of off-campus activities and the mode of transportation.

SUPERVISION

- Provide on-site instruction and supervision by qualified instructor. Be sure to emphasize safety.
- Have access to vehicle.
- Clearly define duties of supervisors.
- Emergency phone should be accessible.
- Provide on-site instruction and supervision by qualified instructor.
- Teacher’s presence (if not instructing) as a support person is important.
- Ensure adequate supervision for experience level of the students fishing.



PARACHUTE ACTIVITIES GRADES K - 12

RISK LEVEL: LOW

EQUIPMENT

- First aid kit should be stocked and accessible.
- Check the parachute to ensure that it is in good condition.
- Suitable clothing and footwear should be worn. No stocking feet. Remind students to tie shoelaces securely.
- Remove all jewelry prior to participation in parachute activities.
- No gum or candy.
- Wear sun protection for summer and winter outdoor activities.
- Use insect repellent as needed.

FACILITIES

- Establish a safety procedure.
- Use a playing surface and surrounding area that is clean, free of all obstacles and provides safe footing and good traction.
- Clearly define court boundary lines.
- Gymnasium floor sockets should have cover plates in place.
- Move loose clothing away from playing area.

SPECIAL RULES / INSTRUCTION

- Teach proper skill progression before games are introduced.
- Activities should be based on skills that are taught.
- No games played where any body part is put through the hole in the chute.
- Students should be provided with opportunity to re-hydrate during activity.
- Parents and students must be informed of importance of sun protection.

SUPERVISION

- On-site visual supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

RACQUET SPORTS (COURT)

RACQUETBALL, SQUASH, HANDBALL, PADDLEBALL GRADES K – 12

RISK LEVEL: MODERATE

EQUIPMENT

- First aid kit should be stocked and accessible.
- Racquets should have a good grip and be in safe playing condition.
- Racquetball and paddleball racquets must be equipped with a thong that is worn around the wrist.
- Balls should be appropriate to the skill level of students.
- Protective eye wear must be worn.
- Students wearing eyeglasses are to wear appropriate eye protection, e.g., shatterproof lenses.
- Remove all jewelry prior to participation in racquet sport activities.
- No gum or candy.
- Suitable clothing and footwear should be worn. No stocking feet. Remind students to tie shoelaces securely.



FACILITIES

- Playing area should be clean, free of debris and obstructions and provides safe footing and good footing.
- Court boundary lines should be clearly defined.
- A safety procedure should be established for side-by-side courts.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Games and activities should be based on skills taught.
- Modify activities/skills to the age and ability level of the participants.
- Positioning and movement should be taught for singles and doubles.
- When teaching skills, allow adequate space for each student to make a free and uninterrupted swing.
- Teach and enforce the code of etiquette for court play, e.g., not entering a court being used.
- There should be no more than four players to a playing area for handball, paddleball and racquetball.
- For squash, only singles must be played unless a proper doubles court is available.
- No spectators should be allowed on the court.
- Students should be provided with opportunity to re-hydrate during activity.
- Make parents aware of off-campus activities and the mode of transportation.

SUPERVISION

- On-site supervision is recommended.

RACQUET SPORTS (NETS)

TENNIS, BADMINTON, PICKLEBALL, PADDLETENNIS GRADES K – 12

RISK LEVEL: LOW

EQUIPMENT

- First aid kit should be stocked and accessible.
- Racquets should have a good grip and be in safe playing condition.
- Protective eye wear:
 - Class time: protective eye protection must be worn for pickleball and badminton during class time.
 - Extracurricular Practices: eye protection is to be worn during all practice drills.
 - Extracurricular Scrimmages: SHSAA guidelines will be adhered to for all scrimmage play.
 - Extracurricular competition: participants will follow SHSAA guidelines during competition play.
- Students wearing eyeglasses are to wear appropriate eye protection, e.g., shatterproof lenses.
- Remove all jewelry prior to participation in racquet sport activities.
- No gum or candy.
- Suitable clothing and footwear should be worn. No stocking feet. Remind students to tie shoelaces securely.
- Use pickleball and paddle tennis racquets that are equipped with a thong that is worn around the wrist.
- Wear sun protection for summer and winter outdoor activities.
- Use insect repellent as needed.
- Use balls that are appropriate to the skill level of players, e.g., foam tennis balls or vinyl balls.

FACILITIES

- Playing surface and surrounding area should be clean, free from debris and obstructions and provides safe footing and good traction.
- Clearly define court boundary lines.
- A safety procedure should be established for side-by-side courts.
- Move loose clothing away from playing area.
- Floor sockets should have cover plates in place.



SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Games and activities should be based on skills taught.
- Modify activities/skills to the age and ability level of the participants.
- Positioning and movement should be taught for singles and doubles.
- When teaching skills, allow adequate space for each player to make an uninterrupted swing.
- Teach and enforce the code of etiquette for court play, e.g., not entering a court in use.
- No spectators should be allowed on the court.
- Students should be provided with opportunity to re-hydrate during activity.
- Make parents aware of off-campus activities and the mode of transportation.
- Parents and students must be informed of importance of sun protection.

SUPERVISION

- On-site supervision is recommended during set-up of equipment and initial instruction.
In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

INLINE SKATING / ROLLER SKATING

- **On School Site - Grades K - 12**
- **Off School Site - Grades 4 - 12**

Equipment/Facilities

- Students must wear a correctly fitting approved CSA or Snell helmet. Elbow pads, knee pads and wrist guards are recommended.
- Teachers should ensure that each student has properly fitting skates.
- Skating surface should be dry and free of obstacles and debris.

On School Site

- Teachers should designate a skating area free from traffic and significant inclines.
- Gymnasiums should be used where accessible.

Off School Site

- Teachers should carefully select routes based on length, paved surface, steepness (grade) and frequency of traffic.
- Teachers should follow all municipal bylaw regulations pertaining to inline skating.

Instructional Considerations

- Safety rules should be clearly outlined to students.
- Teachers should emphasize “skate safely and always be in control”.
- Teachers should provide beginner skaters with their own designated area within the total area provided for the activity.
- Teachers should provide all skaters with basic instruction in motion, stopping and turning.
- Teacher should provide all skaters with basic instruction in skating courtesy (e.g., 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”).
- Teachers should designate direction of travel (e.g., clockwise or counterclockwise).
- Students should not use audio devices with earphones.
- Students should not be allowed to race, chase or play tag games.
- Tricks should be taught in an appropriate progression.

Off School Site



- Students should have mastered basic skills.
- Students should follow traffic regulations.
- Students should yield to pedestrians.
- Students should skate with a “buddy”.

Supervision

On School Site

- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

Off School Site

- Proximity supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- One supervisor should lead the group and one supervisor should follow at the end of the group.

RUGBY (TOUCH)

GRADES K – 12

RISK LEVEL: LOW

EQUIPMENT

- First aid kit should be stocked and accessible.
- Use regulation rugby balls or footballs.
- Wear suitable clothing and footwear. No stocking feet. Remind students to tie shoelaces securely.
- No metal cleats.
- Remove all jewelry prior to participation in rugby activities.
- No gum or candy.
- Wear sun protection for summer and winter outdoor activities.
- Wear insect repellent as needed.

FACILITIES

- Select a playing area that is level, free from debris, obstructions and large holes, provides suitable footing and is well removed from traffic areas.
- Report holes and severely uneven surfaces to the principal and make students aware of them.
- Condition of turf should allow for proper traction and impact absorption.
- Goalposts must be padded if in field of play.
- Use collapsible flags or soft pylons to mark corners, mid-line and 22 metre (66 foot) line.

SPECIAL RULES/INSTRUCTION

- Teach skills in proper progression, e.g., lead-up games such as keep away, speedball, and relays, clear outs, three ball, two ball, walking rugby.
- Games and activities should be based on skills that are taught.
- No tackling.
- Rules should be modified to accommodate ability/age/physical development, e.g., seven aside or ten aside games are suitable to this age group.
- Students should be provided with opportunity to re-hydrate during activity.
- Parents and students must be informed of importance of sun protection.



SUPERVISION

- Constant visual supervision is recommended during initial skill instruction.
 - On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
-

SCOOPBALL GRADES K – 12

RISK LEVEL: LOW

EQUIPMENT

- First aid kit should be stocked and accessible.
- Use scoops and balls that are in good playing condition, e.g., no cracks and/or chips.
- Goalies must wear a protective mask.
- Remove all jewelry prior to participation in scoopball activities.
- No gum or candy.
- Suitable clothing and footwear should be worn. No stocking feet. Remind students to tie shoelaces securely.

FACILITIES

- Playing area should be clean, free of debris and obstructions and provides safe footing and good traction.
- Court boundary lines should be clearly defined.
- Gymnasium floor sockets should have cover plates in place.
- Move loose clothing away from playing area.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Games and activities should be based on skills taught.
- Modify activities/skills to the age and ability level of the participants.
- Teacher should stress student responsibility regarding the need for individual space.
- No intentional contact, e.g., body- to-body or scoop-to-body.
- A crease must be implemented, if a goalie is used in a game situation.
- Students should be provided with opportunity to re-hydrate during activity.

SUPERVISION

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
-

SCOOTER BOARDS GRADES K - 12

RISK LEVEL: High- The use of Scooter Boards is a high risk activity in all Grades. This activity requires an informed consent form filled out and turned in for each student before they can participate. Permission is required by completing and receiving approval on Form 215-1.

EQUIPMENT

- First aid kit should be stocked and accessible.
- Use scooter boards that are in good repair, e.g., no cracks, broken edges, or loose wheels.
- Long hair should be tied back if student is lying on scooter.
- Remove all jewelry prior to participation in scooter board activities.
- No gum or candy.



- Suitable clothing and footwear should be worn. No loose or hanging clothing and students must wear shoes at all times. Remind students to tie shoes securely.

FACILITIES

- Playing surface and surrounding area should be clean, free of debris and obstructions and provides safe footing and good traction.
- Establish boundaries away from walls or use protective mats to eliminate protrusions, e.g., handles on stage, storage doors.
- Gymnasium floor sockets should have cover plates in place.
- Move loose clothing away from playing area.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Activities should be based on skills taught.
- No standing on scooter boards.
- Stress to students that scooter boards are not to be used like skateboards.
- Teacher should stress student responsibility regarding the need for individual space.
- Scooters are not “missiles”. Do not allow students to fling scooter boards around the gymnasium.
- In relay-type activities, allow room for slow-down or run-off area.
- No scooter to scooter intentional contact.
- In scooter soccer and scooter hockey, intentional scooter-to-scooter contact and high swings with legs and sticks should not be allowed.
Running and diving onto scooter boards should not be allowed.
Students should be provided with opportunity to re-hydrate during activity.

SUPERVISION

On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

SCUBA DIVING GRADES 7 – 12

Risk Level: High- Scuba diving is not sanctioned in Kindergarten to Grade 9 and is a high risk activity in Grades 10-12. This activity requires an informed consent form filled out and turned in for each student before they can participate. Permission is required by completing and receiving approval on Form 215-1.

EQUIPMENT

- First aid kit should be stocked and accessible.
- Use certified equipment and have it checked before every class by a certified instructor.
Service provider, usually the scuba instructor and/or dive centre checks and provides students with proper fitting snorkel gear (mask, snorkel, fins) and scuba equipment (air tank, regulator, buoyancy compensator and weight belt, etc). It is highly recommended that the service provider, not the students, assemble and check all scuba gear prior to use for the “Discover Scuba or Try Scuba” experience.●
Mask should fit properly and should be watertight and snorkel tube fits mouth and is unobstructed.
- Fins must fit properly.
- No gum or candy.
- Remove all jewelry prior to participation in scuba diving activities.
- Wear appropriate swimwear.
- No shoes on deck.



FACILITIES

- Use a community swimming pool.
- Backyard pools are unacceptable for class instruction.

SPECIAL RULES/INSTRUCTION

- Teach skills in proper progression.
- Students must be of good general health and be free of flu/cold symptoms on the day of the activity to be able to participate in the water.
- Prior to in-water instruction, all students should be briefed on procedures for the safe and fun use of the scuba equipment suitable for the depth of the pool.
- Students should be introduced to basic skills related to safe participation in the activity and environment selected. This may include:
 - Check of equipment for proper functioning and fit.
 - Hand signals.
 - Buddy system.
 - Clearing the mask and snorkel.
 - Clearing the scuba regulator.
 - Swimming with fins.
 - Entry and exit methods and controlled descents.
 - Equalizing ears and importance of always breathing while underwater on scuba.
 - Buoyancy control and importance of ascending slowly.
 - Staying with group and dangers of not doing so.
 - Inflating buoyancy compensator vest to become buoyant at surface.
 - Rescue techniques.
- Students are required to practice the required scuba skills (e.g., mask clearing, regulator retrieval and clearing) in the shallow end (shallow enough to stand up in) before progressing to the deep end (if available and time allows).
- The certified dive instructor/assistant instructor and/or dive master will determine when (if at all) the student is ready for water "over their heads" on scuba.
- Ensure that a certified diving instructor is in the water with students during any in-water instruction.
- Upon completion of the introduction to scuba diving, students can be instructed on the proper disassembly of the scuba unit under the direct supervision of the scuba instructor/dive centre staff. After an on-deck briefing and tear-down demonstration, the students may proceed together as a group activity.
- Activities should be based on skills that are taught.
- Familiarize students with emergency procedures relating to the pool facility.
- Students should meet a minimum swimming level, e.g., swimming 100 m any stroke and treading water for three minutes.
- Instructor should be informed of students with medical problems that may affect their safety in the water.
- Students should be informed of, and adhere to all rules posted and enforced by the pool facility.
- Students with infected cuts or sores should not be in the pool.
- Students should be provided with opportunity to re-hydrate during activity.
- Make parents aware of off-campus activities and the mode of transportation.

SUPERVISION

- Provide constant visual supervision.
- • Have a qualified lifeguard on deck at all times. • Teacher should have access to a phone. The scuba instructor should have certification with an accredited scuba certifying agency such as ACUC (American Canadian Underwater Certifications), NAUI (National Association of Underwater Instructors), PADI (Professional Association of Diving Instructors), PDIC (Professional Diving Instructors Council), SDI (Scuba Diving International), SSI (Scuba Schools International), and/or equivalent.



- Note that the scuba instructor, aquatic centre lifeguard(s) and teacher work as a team responsible for overseeing in-water activities at all times.
- Scuba instructor/assistant should be in-water supervising students at all times.
- Scuba instructor/aquatic centre should have O2 kit available on site if possible.
- Check that service provider/instructor has an annual renewal sticker for the current year on their scuba instructor card.
- Check that service provider/instructor has current Scuba Instructor Insurance for current year.

1:12 ratio of instructors to students in water that is shallow enough to stand up in, OR less depending on the configuration of pool and maturity level of students, presence of life guards, teacher, etc. Larger groups can be accommodated by dividing into two alternating groups

SKATING (ICE)

If going off school site instructor should make sure the Field Trip (AP 261) form is filled out and approved.

RISK LEVEL: MODERATE

EQUIPMENT

- 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.
- Wear any CSA approved helmet (hockey, speed skating).
- Teachers must communicate to students and parents/guardians the importance of:
 - Properly fitted skates.
 - Gloves or mitts.
 - How to transport skates safely.
- If skating outdoors, dress for weather conditions.
- Remove all jewelry prior to participation in skating activities.
- No gum or candy.

FACILITIES

- Use an ice surface that is clean, free from debris and deep ruts.
- It is strongly recommended before skating on outdoor ponds; determine ice safety with absolute certainty. Contact local authorities for information and follow previous guideline.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Activities should be based on skills taught.
- Activities should be appropriate to the skill level of the students.
- Safety rules must be clearly explained to students. (eg. No pushing whipping or rough housing)
- 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.
- Teacher should discuss frostbite with students, and how to recognize and treat it (outdoor skating).
- Activities/games should be taught/played only after students are able to start and stop safely.
- When students are skating in a venue that has boards, don't allow students to use boards to assist them in stopping. Allow plenty of room for students to safely stop before reaching the boards. Provide ice space for beginning skaters separate from accomplished skaters until beginning skaters master basic skills.
- Teacher should stress skating technique – not speed – in all games, activities, challenges and drills. Tag-type games, racing and “crack-the-whip” must be avoided.



- Students should be provided with opportunity to re-hydrate during activity.
- At the elementary level, parents must be informed by letter of their child's involvement in skating and the importance of wearing a properly fitting helmet and proper hand covering.
- Make parents aware of off-campus activities and the mode of transportation.

SUPERVISION

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Teacher should have access to a phone.

SKIPPING GRADES K – 12

RISK LEVEL: LOW

EQUIPMENT

- First aid kit should be stocked and accessible.
- Use ropes of appropriate length for size and ability of students. To select the correct length rope, stand in the centre of the rope with feet together and pull the rope up along the sides of the body. For a beginner, the bottom of the handles should reach the bottom of the armpits. Advanced skippers can use shorter ropes.
- For individual skipping, ropes made of vinyl or plastic are recommended when learning skills. Avoid rubber or cloth ropes.
- For long rope/team skipping, ropes made of heavy coth or plastic beaded ropes are recommended. Avoid rubber or vinyl ropes.
- Students should wear suitable clothing and footwear. Wear shoes at all times - no bare or stocking feet. Remind students to tie shoes securely.
- Remove all jewelry prior to participation in skipping activities.
- No gum or candy.
- Hoops are appropriate for Pre-Kindergarten students.

FACILITIES

- Playing surface and surrounding area should be clean, free of debris and obstructions and provides safe footing and good traction.
- Provide adequate personal space.
- Move loose clothing away from playing area.
- Floor sockets should have cover plates in place.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Activities should be based on skills that are taught.
- Students should be provided with opportunity to re-hydrate during activity.

SUPERVISION

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.



SNORKELING (Pool)

Grades 5-12

Equipment/Facilities

- Ensure students have proper fitting masks, snorkels and fins.
- If equipment is provided, the service provider, usually a scuba instructor/assistant instructor/dive master and/or dive centre, should check and provide students with proper fitting snorkel gear (mask, snorkel, fins).
- When open water snorkeling, appropriately fitting wetsuits (or dry suits) should be used with the exception of warm, shallow bays in lakes or oceans.
- For protection from stinging marine hazards (e.g., jelly fish in tropical waters, properly fitting wetsuits and/or coverings appropriate to the area are recommended).

Instructional Considerations

- Snorkeling should first be learned in a pool if available before progressing to open water such as lake water or ocean, usually along the shoreline.
- Students must be of good general health and be free of flu/cold symptoms on the day of the activity to be able to participate in the water.
- Prior to giving students access to deep water (above chest height) for swimming or any other aquatic activity, students should be able to meet the Swim to Survive™ Standard, a sequence of three skills: roll into deep water, tread water for 1 minute and swim 50 m.
- Students should be introduced to basic skills related to safe participation in the activity and environment selected. This may include:
 - Pre-dive gear assembly and check for proper functioning and fit.
 - Care and proper maintenance of snorkel gear.
 - Hand signals.
 - Clearing the mask and snorkel.
 - Swimming with fins.
 - Entry and exit methods and surface diving.
 - Equalization and importance of always exhaling upon ascent.
 - Hyperventilation – risk of shallow water blackout.
 - Buddy system.
 - Staying with buddy and group and dangers of not doing so.
 - Inflating life vest/snorkel vest, if worn.
 - UV and/or Sunburn awareness and protection (if applicable).
 - Potential marine or boating hazards.
 - Awareness of the hazards due to weather, tides, high winds, etc.
 - Rescue techniques.
 - Preparation for hyperthermia and/or hypothermia treatment.

Supervision

- On-site supervision is suggested following initial skill instruction and after all safety concerns have been emphasized.
 - Constant visual supervision by a certified NLS Lifeguard is required.
 - In water that is shallow enough to stand up in - 1:12 ratio of instructors to students or less depending on the configuration and size of pool and maturity level of the students.
 - Note that lifeguard on duty and instructor, assistant instructor, or dive master and teacher work as a team for overseeing pool supervision and activities at all times.
-



SOCCER

GRADES Pre-K – 12

RISK LEVEL: LOW

EQUIPMENT

- First aid kit should be stocked and accessible.
- Secure moveable heavy wood and metal outdoor nets to the ground.
- If using a moveable outdoor soccer goal, use sand bags or something similar in order to reduce the potential for tipping.
- Inspect nets regularly.
- Use Nerf balls or indoor soccer balls for indoor soccer. Outdoor balls **must not** be used indoors for games but may be used for indoor drills.
- Students should wear suitable clothing and footwear. No metal cleats. No stocking or bare feet. Remind students to tie shoes securely.
- Consider the use of “soccer goal gloves” for regulation indoor and outdoor soccer. Gloves are not needed when using a Nerf soccer ball.
- Remove all jewelry prior to participation soccer activities.
- No gum or candy.
- Wear sun protection for summer and winter outdoor activities.
- Use insect repellent as needed.

FACILITIES

- Playing area should be inspected regularly and free of debris and obstacles and provide good footing and good traction.
- Use a playing field that is away from open roadways so that players don’t run into traffic.
- Holes and severely uneven surfaces should be brought to the attention of the students. Notify the principal.
- There should be sufficient turf for proper traction and impact absorption.
- Use collapsible, soft pylons, or field paint to mark boundaries and lines.
- For indoor soccer, gymnasium floor sockets should have cover plates in place.
- Move loose clothing away from playing area.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Games and activities should be based on skills that are taught.
- Slide-tackling should not be used in any type of soccer activity.
- Tackling from behind IS STRICTLY PROHIBITED.
- Students should be provided with opportunity to re-hydrate during activity.
- Heading drills should not be taught at the elementary school level unless using soft Nerf-type balls.
- A goal crease should be established for indoor soccer, and no other player except the goalie should be allowed in the crease.
- Insist that students must never climb on moveable outdoor goals.
- Instruct students in the safe handling of and potential dangers associated with moveable outdoor goals.
- Parents and students must be informed of importance of sun protection.
- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.



SLOWPITCH/T-BALL

SLOW-PITCH/T-BALL T-BALL: GRADES K – 12 SLOW-PITCH: GRADES 4 – 12

RISK LEVEL: MODERATE

EQUIPMENT

- First aid kit should be stocked and accessible.
- Bats should be free of cracks and have a proper grip.
- If using a regulation softball, batters and base runners should wear helmets, and fielders should wear gloves.
- Consider the use of slow pitch balls or restricted flight balls.
- Ensure that catcher wears a mask.
- Metal and compound cleats must not be worn. Molded cleats or running shoes may be worn. • Suitable clothing and footwear should be worn. Remind students to tie shoelaces securely.
- Remove all jewelry prior to participation in T-Ball/Slow-Pitch activities.
- No gum or candy.
- Wear sun protection for summer and winter outdoor activities.
- Use insect repellent as needed.

FACILITIES

- Use a playing field that is away from open roadways so that players don't run into traffic.
- If more than one activity is going on, ensure that a safe distance exists between the activities.
- Playing area should be inspected regularly and free of debris and obstacles and provide safe footing and good traction.
- Holes and severely uneven surfaces should be brought to the attention of the students. Notify the principal.
- There should be sufficient turf for proper traction and impact absorption.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Games and activities should be based on skills that are taught.
- Students should be taught to use proper grip (not cross-handed) when batting.
- Teach players to lay down or drop the bat after hitting, not release it during the follow through of the swing.
- To avoid dangers of being hit by a slipped bat or foul ball, require 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).
- Bat catcher should be located a safe distance behind home plate. A back catcher is not intended to catch the pitch but rather to retrieve the ball.
- Have umpires stand behind the pitcher, behind the screen or outside the baselines.
- Students should not be allowed to slide into bases.
- Force play rule at all bases, including home plate should be used.
- Students should be provided with opportunity to re-hydrate during activity.
- A commit line should be used at home plate.

SUPERVISION

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.



STATIONARY CYCLE

RISK LEVEL: LOW

EQUIPMENT/FACILITIES

- Students must wear appropriate footwear.

SPECIAL RULES/INSTRUCTION

- Students should be instructed in the proper use of exercise equipment before using it, i.e., when using stationary bicycles.
- Teachers should encourage development of overall muscular conditioning.
- Teachers should encourage correct body alignment and form.
- Teachers should encourage students to work at personal levels of intensity.
- Teachers should encourage students to participate at their level of comfort, focusing on participation, not performance.
- Teachers should understand and explain concepts of personal levels of intensity while performing exercises.
- Teachers should have knowledge in exercise program planning and progression.

SUPERVISION

- On-site supervision is recommended during initial skill instruction.
 - Proximity supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
-

STAIR CLIMBING

RISK LEVEL: LOW

EQUIPMENT/FACILITIES

- Stair climber machines should not be used at the elementary school level.
- Steps and stairs should be equipped with a non-slip tread.
- Students must wear appropriate footwear.

SPECIAL RULES/INSTRUCTION

- Students should be instructed in the proper use of exercise equipment before using it, i.e., when using stair climber machines.
- Teachers should encourage development of overall muscular conditioning.
- Teachers should encourage correct body alignment and form.
- Teachers should encourage students to work at personal levels of intensity.
- Teachers should encourage students to participate at their level of comfort, focusing on participation, not performance.
- Teachers should understand and explain concepts of personal levels of intensity while performing exercises.
- Teachers should have knowledge in exercise program planning and progression.

SUPERVISION

- On-site supervision is recommended during initial skill instruction.
 - Proximity supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
-



SWIMMING (Instruction) and WATER POLO GRADES K – 12

Risk Level: High- Swimming and Water Polo are a high risk activities in all Grades. These activities requires an informed consent form to be filled out and turned in for each student before they can participate. Permission is required by completing and receiving approval on Form 215-1.

If going off school site instructor should make sure the Field Trip (AP 261) form is filled out and approved.

EQUIPMENT

- Prior to utilizing pool facilities, supervisors should ensure the following are available:
 - At least two (2) buoyant throwing assists with a buoyant line attached. The length of the line should be at least the width of the pool.
 - At least two (2) reaching poles at least three (3) metres in length. Ideally the pole should have a large hook that can be used to pull a person to safety.
 - At least one spineboard with an effective immobilization system. At least one extra spineboard with head immobilizer is recommended for backup when a spineboard is removed from the facility to transport a spinal injury victim.
 - At least one Number two (2) First Aid kit with a rescue breathing barrier device with a one-way valve and disposable surgical gloves. Extra supplies for high use items such as bandages should be available.
 - An Automated External Defibrillator (AED) and a designated first aid area.
- Electrical equipment should be properly grounded.
- Appropriate swimwear should be worn. No shoes on deck.
- Device to keep hair from obstructing vision should be used, e.g., elastic.
- Remove all jewelry prior to participation in swimming activities.
- No gum, candy or food in pool area.
- Wear sun protection for summer and winter outdoor activities.
- Use insect repellent as needed.

FACILITIES

- Suitable facilities include community pools that conform to the Swimming National Canada (SNC) safety standards. Where facilities do not conform to SNC standards for safety, modifications to the rules should be made, e.g., where pools are less than the required depth, swimmers start in the water rather than dive from the deck.
- Pool deck should be kept clear of obstacles and cleared of excess water.
- For pond/lake swimming, see Outdoor Education.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Activities should be based on skills that are taught.
- Prior to allowing students access to deep water (chest height) for swimming or other activities, students must be able to meet the Swim to Survive™ Standard, a sequence of three skills: roll into deep water, tread water for 1 minute, and swim 50 m.
- Teachers/supervisors should be particularly diligent during the first 10 minutes at the pool as children are excited to get into the water.
- Students should be briefed on the rules of the pool, signage, and location of lifeguards.
- Students with special needs may be at greater risk in an aquatic environment. Teachers/supervisors should assess these students' swimming abilities and consider putting them in a life jacket/PFD as needed.
- Teachers with relevant lifeguard certification may provide swim instruction without an additional lifeguard only when the pool is being used solely for aquatic instruction and appropriate supervision ratios are maintained.
- Teachers with relevant certification may provide swim instruction without an additional lifeguard only when the pool is being used solely for aquatic instruction.
- Students should be informed of, and adhere to, the following rules:
 - No running or pushing on deck.



- Stay clear of diving area.
- No diving off deck into shallow end.
- Do not conduct practice starts in water depth less than 1.2 m.
- No horseplay.
- Follow all pool rules.
- Take showers if possible before entering the pool.
- No students with infected cuts or sores in pool.
- Initial screening/testing should be done in the shallow end.
- Inform in-charge person on deck of any student having medical conditions 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.
- Diving should be at 3 metre board or lower.
- Students should be provided with opportunity to re-hydrate during activity.
- Parents and students must be informed of importance of sun protection.
- Make parents aware of off-campus activities and the mode of transportation.

SUPERVISION

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Teachers should accompany students to the pool and stay on the deck, in the stands or in the pool.
- Students must ask permission to leave pool area.
- Change rooms should be closely and frequently monitored.
- Emergency phone should be accessible.
- Ensure that instructor(s) providing life saving instruction have current Royal Life Saving Society Bronze Cross or equivalent certification.
- Suggested ratio of teachers / supervisors to students is:
 - 1:4 (Pre-K to Grade 3)
 - 1:8 (Pre-K to Grade 3 if life jackets / PFDs are worn by all children)
 - 1:10 ratio (Grades 4-12)
- Facility factors such as water depth and pool configuration or type of activity may call for higher levels of direct supervision.
- It is strongly recommended that both male and female supervisors are present.

SWIMMING (Leisure)

GRADES K – 12

Risk Level: High- Swimming (Leisure) is a high risk activities in all grades. This activity requires an informed consent form filled out and turned in for each student before they can participate. Permission is required by completing and receiving approval on Form 215-1.

If going off school site instructor should make sure the Field Trip (AP 261) form is filled out and approved.

EQUIPMENT

- Same as found in Swimming (Instruction) section

FACILITIES

- Same as found in Swimming (Instruction) section

SPECIAL RULES / INSTRUCTION

- Activities should be based on student's skills.
- Students should be informed of, and adhere to, the following rules:



- No running or pushing on deck.
- Stay clear of diving area.
- No diving off deck into shallow end.
- Do not conduct practice starts in water depth less than 1.2 m.
- No horseplay.
- Follow all pool rules.
- Take showers if possible before entering the pool.
- No students with infected cuts or sores in pool.
- Inform in-charge person on deck of any student having medical conditions 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.
- Diving should be at 3 metre board or lower.
- Students should be provided with opportunity to re-hydrate during activity.
- Obtain signed parent permission for participation at the elementary level.
- Parents and students must be informed of importance of sun protection.
- Make parents aware of off-campus activities and the mode of transportation.

SUPERVISION

- Same as found in Swimming (Instruction) section.
-

TABLE TENNIS GRADES K – 12

RISK LEVEL: LOW

EQUIPMENT

- First aid kit should be stocked and accessible.
- Use regulation size table tennis paddles and balls.
- Check tables and paddles to be sure they are in good condition.
- Suitable clothing and footwear should be worn. No stocking feet. Remind students to tie shoelaces securely.
- Remove all jewelry prior to participation in table tennis activities.
- No gum or candy.

FACILITIES

- Teacher should ensure that there is room for mobility around tables.
- Playing surface & surrounding area should be clean, smooth, level, free of all obstacles and provides safe footing and good traction.
- Gymnasium floor sockets should have cover plates in place.
- Move loose clothing away from playing area.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Games and activities should be based on skills that are taught.
- Establish a careful routine for set-up and dismantling of tables with direct teacher supervision.

SUPERVISION

- Provide on-site supervision during set-up and dismantling of tables.
- Provide in-the-area supervision during play following initial skill instruction and after all safety concerns have been emphasized.



TEAM HANDBALL GRADES K – 12

RISK LEVEL: MODERATE

EQUIPMENT

- First aid kit should be stocked and accessible.
- A Nerf, Rhinoskin, pool or other foam filled ball should be used for Grades k – 9. Inflated regulation team handballs may be used for Grades 9 - 12.
- Regulation team handball nets should be safely stored when not in use.
- Suitable clothing and footwear should be worn. No stocking feet. Remind students to tie shoelaces securely.
- Remove all jewelry prior to participation in team handball and tchoukball activities.
- No gum or candy.

FACILITIES

- Playing surface and surrounding area should be clean, free of all obstacles and provide safe footing and good traction.
- Gymnasium floor sockets should have cover plates in place.
- Move loose clothing away from playing area.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Games and activities should be based on skills that are taught.
- Modify activities and rules to suit the age and ability of students and the facilities/equipment available.
- No body contact.
- Clearly identify a crease area if using a goalie, e.g., full key area.
- Allow only the goaltender in the crease area.
- Reduced size teams, may be considered along with playing cross-courts by more teams at the same time.
- Drills should be organized to minimize the risk of being hit with an inflated ball.
- Students should be provided with opportunity to re-hydrate during activity.

SUPERVISION

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

TETHERBALL GRADES K – 12

RISK LEVEL: LOW

EQUIPMENT

- First aid kit should be stocked and accessible.
- Use a tetherball that is in good repair, with properly working connections at ball and at pole.
- Use a rope that is in good repair and not excessively frayed.
- Check pole periodically. Repair a pole with a severe lean or one that is loose at the base.
- Suitable clothing that permits unrestricted movement and footwear should be worn. Remind students to tie shoelaces securely.



- Remove all jewelry prior to participation in tetherball activities.
- No gum or candy.
- Wear sun protection for summer and winter outdoor activities.
- Use insect repellent as needed.

FACILITIES

- Place tetherball poles in areas away from traffic and away from areas where other games are played, e.g., volleyball, four square, basketball.
- Playing surface and surrounding area should be level, free of all obstacles and provides safe footing and good traction.
- Report holes and severely uneven surfaces to the principal and make students aware of them.
- Move loose clothing away from playing area.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Instruct children in skills and rules before the game is played.
- No tetherball games in slippery, wet conditions.
- Students should be provided with opportunity to re-hydrate during activity.
- Inform students of importance of sun protection.

SUPERVISION

- Provide in-the-area supervision during play following initial skill instruction and after all safety concerns have been emphasized.
- Require that tetherball be set up by an adult or a student under adult supervision.

TOBOGGANING /TUBING

GRADES K – 12

If going off school site instructor should make sure the Field Trip (AP 261) form is filled out and approved.

RISK LEVEL: MODERATE

EQUIPMENT

- First aid kit should be stocked and accessible.
- Toboggan and other sliding equipment must be in good repair with no jagged edges.
- Toboggans or sliders that have handles and are designed to travel straight rather than to rotate are recommended.
- Clothing must be appropriate for outdoor activity.
- Hat and gloves must be available for use.
- Tie or pin back long hair when it could obscure vision.
- Remove all jewelry prior to participation in tobogganing activities.
- No gum or candy.
- Wear sun protection for summer and winter outdoor activities.
- No long scarves.
- Strongly consider the use of helmets.

FACILITIES

- Use an area free of obstructions and hazards.
- For any site, students must be made aware of the boundaries for activity.



- An appropriate site should have proximity to warmth, food and other facilities.
- Snow should be packed, but not icy, with a grade of hill appropriate to the level of students
- Teacher should consider the following conditions when choosing a site: sun, wind, wind chill and snow conditions as well as suitability of terrain.
- Hill, and run out section at bottom of hill, should be free of hazards, e.g., trees, traffic.
- Run out should be adequate for safe stopping.
- Top of slope should have a level take-off/launch area.
- The steeper the slope angle, the shorter the slope length should be.
- Use an area that is located away from roadways.
- Tubing is recommended only in a commercial tubing operation.
- Only tubes designed for commercial operations with handles should be used. Tube pressure should be checked on a regular schedule.
- The designed capacity of the tubes should not be exceeded. Tubes are either single rider or double rider.
- Tube lanes should be groomed daily and visually inspected for hazards throughout the day.
- Tube lanes should be tested on a daily basis. Lower the take-off point if conditions lead to speeds too great to allow tubes to stop safely in run-out area.
- The run-out at the bottom of the sliding area should have a zone clear of objects and space to allow tubes to come to a safe stop. Speed reduction strategies (i.e., burlap, straw, or other techniques) should be in place at the bottom of the sliding lanes if or when necessary.
- The lanes should be divided by snow berms which do not allow tubes to enter the adjoining lanes.
- Walking paths for access to sliding area should be groomed to allow for safe walking.

SPECIAL RULES/INSTRUCTION

- Activities should be based on skills and procedures that are taught.
- Students should be informed of the boundaries for the activity.
- Teachers should consider the following conditions when choosing a site: sun, wind, wind chill and snow conditions as well as suitability of terrain.
- Inform students of acceptable standards of behavior. Emphasize safety.
- Students must be seated on toboggans. No lying down or standing.
- Students should not be allowed to ride toboggans over jumps or obstacles.
- Teacher should inform students about frostbite and hypothermia and how to recognize and treat.
- Establish emergency procedures.
- Students should not be allowed to push others.
- There should be a safe distance between descending toboggans.
- Students should not be allowed to jump in front of descending toboggans.
- Toboggans should not be overloaded.
- A safe procedure for students to clear bottom area and to return to top of hill should be established.
- Be aware of students with a history of asthma and other respiratory conditions.
- Students should be provided with opportunity to re-hydrate during activity.
- Parents and students must be informed of importance of sun protection.
- Make parents aware of off-campus activities and the mode of transportation.

SUPERVISION

- On-site supervision is recommended and after all safety concerns have been emphasized.
- If dividing class into groups, duties of supervisors for each group must be clearly outlined.
- Teacher should have access to a phone.
- There must be a designated supervisor (teacher, parent or responsible adult) with a vehicle to accompany an injured student to hospital. This must not be the supervisor in charge of the activity.



TRACK AND FIELD TRACK EVENTS

50 m, 100m 200 m: Grades K – 12,
400 m, 800 m: Grades 4 – 12
1500 m, 3000 m: Grades 4 – 12, Relays: K – 12

RISK LEVEL: LOW

EQUIPMENT

- First aid kit should be stocked and accessible.
- Use plastic or aluminum relay batons.
- Suitable clothing and footwear should be worn. Appropriate track spikes can be worn. No bare feet.
- Remind students to tie shoelaces securely.
- Remove all jewelry prior to participation in track and field activities.
- Tie or pin back long hair when it could obscure vision.
- No gum or candy.
- Wear sun protection for summer and winter outdoor activities.
- Use insect repellent as needed.

FACILITIES

- Use outdoor areas that are designated for running, clearly marked, away from other activities, checked for hazards, and that provide safe footing and good traction.
- “Blacktop” strips and open fields may be used if areas are suitable, smooth, clean, level and provide safe footing and good traction.
- Run out areas should be in place for all running events.
- Students running off-site for practice should use an approved route.
- Inspect all tracks annually and maintain as necessary.
- Move loose clothing away from running area.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Teach the skills associated with running in a progression of developmental steps.
- For distance running practice, the length of the route should be appropriately modified for the age and ability level of students. Take into account:
 - Temperature of the day.
 - Previous training and length of preparation.
- Students should be made aware of field events while practicing on the track.
- Where school hallways or stairways are used for indoor running, appropriate safety measures should be in place including:
 - Side doors should not open into running area.
 - Hallway protrusions should be clearly marked.
 - School community should be informed of times and locations of indoor running.
 - Hall double doors should be secured open.
 - Monitors should be positioned at corners.
 - Floor surface should be dry and provide good footing.
 - Place pylons at stop points.
- Repetitive warm-ups indoors should be done on a properly padded surface.
- Students should be provided with opportunity to re-hydrate during activity.
- Parents and students must be informed of importance of sun protection.



SUPERVISION

- Provide on-site supervision for sprints and relays.
 - Provide in-the-area supervision for middle distance (400 m, 800 m 1500 m and 3000 m) events.
 - When running above distances, students may be temporarily out of sight, running in pairs or groups are advised.
 - Emergency phone should be accessible.
-

TRACK AND FIELD HURDLES GRADES 6 – 12

RISK LEVEL: MODERATE

EQUIPMENT

- First aid kit should be stocked and accessible.
- Hurdles should be inspected to ensure stability and that there are no splinters, cracks or other hazards.
- Set sliding weights at minimum level.
- Use “scissor” hurdles, light hurdles, or loose crossbars for classroom instruction.
- Suitable clothing and footwear should be worn. No track spikes. Remind students to tie shoelaces securely.
- Remove all jewelry prior to participation in track and field activities.
- No gum or candy.
- Wear sun protection for summer and winter outdoor activities.
- Use insect repellent as needed.

FACILITIES

- Activity area should provide a clear, flat surface with safe footing and good traction.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Instruct students on how to set up equipment properly so that knocked hurdles will not resist their fall.
- When students take turns, teacher should ensure they do not follow too closely behind each other.
- Stress the importance of students remaining in their assigned lane and to look both ways before crossing the track.
- Students must run in one specified direction.
- Modify heights and distances to accommodate different ability levels.
- Students should be provided with opportunity to re-hydrate during activity.
- Parents and students must be informed of importance of sun protection.

SUPERVISION

- Constant visual supervision is recommended for initial skill instruction.
 - On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
 - Emergency phone should be accessible.
-



TRACK AND FIELD DISCUS GRADES 6 – 12

RISK LEVEL: MODERATE

EQUIPMENT

- First aid kit should be stocked and accessible.
- Use a discus that is of a size appropriate for the age, gender, and physical maturity of the student.
- Use a discus that is free of cracks, chips and other damage. Check the discus regularly for damage.
- Provide protective screening around the throwing area. A baseball screen may provide suitable protection.
- Suitable clothing and footwear should be worn. Remind students to tie shoelaces securely.
- Remove all jewelry prior to participation in track and field activities.
- No gum or candy.
- Wear sun protection for summer and winter outdoor activities.
- Use insect repellent as needed.

FACILITIES

- The landing area should be well marked and void of people during the activity.
- Choose a throwing area that is level, free of obstacles and completely closed to traffic. (No other activity must be located in the area where discus is taking place.)
- Ensure that the discus circle/area provides safe footing and good traction.
- When conditions are wet:
 - Provide more landing area as implements can slide farther on a wet surface.
 - Position all people out of all possible lines of flight as implement may slip out of thrower's hand more easily.
 - Towel or rag should be available for drying the discus.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Activities should be based on skills that are taught.
- Students not throwing must be behind the thrower in a marked off area a behind a backstop or minimum of 5 metres away.
- Instruct students in safe throwing and retrieving procedures.
- Instruct students in safety prior to teaching and practice.
- Establish precautions to ensure the safety of all students before any activity with the discus begins.
- Where there is more than one thrower, they must stand a safe distance apart on the throwing line.
- All discuses should be transported safely to and from throwing area.
- Students should not be allowed to turn (spin) more than 90 degrees in the throwing action with no backstop.
- Throwers only should have a discus.
- Discus must only be thrown in one direction, free of traffic.
- Students should be provided with opportunity to re-hydrate during activity.
- Parents and students should be informed of the importance of sun protection.
- Constant visual supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Emergency phone should be accessible.



TRACK AND FIELD HIGH JUMP GRADES 3 – 12

RISK LEVEL: MODERATE

EQUIPMENT

- First aid kit should be stocked and accessible.
- Landing area should be appropriate for the age, size and skill level of the students, and adequately covered with a minimum of one landing mat: minimum size 1.5 m x 3 m x 60 cm (5 ft. x 10 ft. x 24 in.) mat for secondary students doing back layout technique
- Place standard utility mats around the landing surface with no gaps.
- Two jumping pits used side by side should be securely fastened together, and be of the same thickness and compaction rating.
- Fiberglass or alternative crossbars (e.g., elastic) are recommended during in-class activities. Do not use metal cross bars
- Check crossbars for cracks regularly.
- Check pits regularly for damage.
- Standards should be weighted at bases if they tend to tip over easily.
- Suitable clothing and footwear should be worn. Remind students to tie shoes securely. No spikes, bare or stocking feet.
- Tie or pin back long hair when it could obscure vision.
- Remove all jewelry prior to participation in track and field activities.
- No gum or candy.
- Wear sun protection for summer and winter outdoor activities.
- Use insect repellent as needed.

FACILITIES

- For both indoor and outdoor jumping, design area so that approach area is clear, level, smooth, dry and traffic-free.
- For indoor jumping, the floor should provide a suitable surface to prevent slipping.
- Move loose clothing away from jumping area.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Require student bar monitors to stay in front and off to the side of standards at all times.
- Stress progressions and technique rather than competition.
- Stress a short, controlled approach, somewhere between 3 and 9 steps.
- If student is using “back layout/flop style”, encourage take-off closer to the nearest upright on approach.
- No jumping when there are slippery conditions.
- Ensure that landing mats and velcro mats are firmly secured and do not slide when jumper lands.
- Observe proper lifting technique (using legs and keeping back straight) while moving heavy high jump pits.
- Students should be provided with opportunity to re-hydrate during activity.
- Parents and students should be informed of the importance of sun protection.
- It is advisable that any teacher who is unfamiliar with high jump technique seeks assistance from appropriate support staff and/or refrains from using the equipment until help is received.

SUPERVISION

- Constant visual supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Emergency phone should be accessible.



TRACK AND FIELD JAVELIN GRADES 6 – 9

RISK LEVEL: High- Javelin is not sanctioned in Kindergarten to Grade 5 and is a high risk activity in Grades 6-9. This activity requires an informed consent form filled out and turned in for each student before they can participate. Permission is required by completing and receiving approval on Form 215-1.

GRADES 10-12

RISK LEVEL: MODERATE

EQUIPMENT

- First aid kit should be stocked and accessible.
- Javelin-type implements, e.g., regulation javelin, turbo javelin, blunted javelin or wooden dowel should be of appropriate size, weight and material for students.
- Have inexperienced students use a blunted javelin, wooden dowel or a badminton shuttle to start.
- Suitable clothing and footwear should be worn. Remind students to tie shoelaces securely.
- Remove all jewelry prior to participation in track and field activities.
- No gum or candy.
- Wear sun protection for summer and winter outdoor activities.
- Use insect repellent as needed.

FACILITIES

- Use a runway that is smooth, flat, and free of obstacles and provides safe footing and good traction.
- Landing area should be well marked and void of people during activity.
- Javelin throwing area should be clearly marked with a designated safe zone for spectators behind the throwing area.
- When conditions are wet:
 - Provide more landing area as implements can slide farther on a wet surface.
 - Position all people out of all possible lines of flight as implement may slip out of thrower's hand more easily.
- Towel or rag should be available for drying the javelin.
- No other activity in the area where the javelin is being thrown.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- 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.
- Safe routines should be established for transporting implements to and from throwing area (e.g. implements should NEVER be thrown or played with while they are being carried to or from the throwing area) and for the throwing and retrieving of the javelin-type implements.
- Have spectators and non-competing athletes remain behind the throwing area.
- Students should be provided with opportunity to re-hydrate during activity.
- Parents and students must be informed of importance of sun protection.

SUPERVISION

- Constant visual supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Emergency phone should be accessible.



TRACK AND FIELD POLE VAULT GRADES 9 – 12

Risk Level: High- Pole Vaulting is not sanctioned in Kindergarten to Grade 8 and is a high risk activity in Grades 9-12. This activity requires an informed consent form filled out and turned in for each student before they can participate. Permission is required by completing and receiving approval on Form 215-1. Teachers who wish to instruct pole vault must have technical training through in-service, clinic or training sessions.

EQUIPMENT

- Use a landing area that is appropriate for the age, size and skill level of the students and that meets requirements for pole vault.
- Rope or elastic is suggested rather than a crossbar, no metal crossbars.
- Check poles regularly for cracks
- Check landing mats regularly for damage
- Check run way and pole plant regularly for damage
- Poles and landing mats should meet [World Athletics](#) specifications.
- Poles should be appropriate to weight of student athlete

FACILITIES

- Use a landing area that is well marked and free of people during the activity
- Use a runway that is smooth and flat.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Stress progression and technique rather than competition
- Establish safe routines bar monitors to stay in front and to the side at all times.
- Ensure the landing mats and Velcro mats are firmly secured and do not slide when jumper lands.
- Student athletes should not be allowed to play, lounge or jump on landing mats.
- Coaches should be certified and coaches and/or athletes are encouraged to take a clinic in pole vault with Saskatchewan Athletics before starting the activity.

SUPERVISION

- Constant visual supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Emergency phone should be accessible

TRACK AND FIELD SHOT PUT GRADES 6 – 12

RISK LEVEL: MODERATE

EQUIPMENT

- First aid kit should be stocked and accessible.
- Only shots designed for indoor use should be used in the gymnasium.
- Use equipment of appropriate size weight and material for age and strength of student.
- Towel or rag should be available for drying the shot put.



- Suitable clothing and footwear should be worn. Remind students to tie shoelaces securely.
- Remove all jewelry prior to participation in track and field activities.
- No gum or candy.
- Wear sun protection for summer and winter outdoor activities.
- Use insect repellent as needed.

FACILITIES

- Landing area should be well marked and void of people during activity.
- Putting area should be free of obstacles and provide safe footing and good traction.
- Putting area should be clearly marked with a designated safe zone for spectators behind the putting area.
- When conditions are wet:
 - Position all people out of all possible lines of flight as implement may slip out of thrower's hand more easily.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Teach standing shot-put technique (no spin) or O'Brien technique (backwards slide plus 180 degree rotation).
- Establish safe routines for putting and retrieving of shots.
- Safe routines should be established for transporting shots to and from the putting area (e.g., shots should NEVER be thrown or played with while they are being carried to or from the throwing area) and for putting and retrieving of shots.
- Have only one specified putting direction, completely free from traffic.
- Students waiting a turn must be in a marked-off area a minimum of 4 metres behind the toe line.
- Students should be provided with opportunity to re-hydrate during activity.
Parents and students must be informed of importance of sun protection.

SUPERVISION

- Constant visual supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Emergency phone should be accessible.

TRACK AND FIELD TRIPLE JUMP, LONG JUMP

LONG JUMP: GRADES K – 12 TRIPLE JUMP: GRADES 4 – 12

RISK LEVEL: LOW

EQUIPMENT

- First aid kit should be stocked and accessible.
- Rake and shovel should be kept away from the landing pit and run-up area when not in use.
- Rake and shovel should be free of splinters.
- Suitable clothing and footwear should be worn. Appropriate track spikes may be worn. No bare feet. Remind students to tie shoelaces securely.
- Remove all jewelry prior to participation in track and field activities.
- No gum or candy.
- Wear sun protection for summer and winter outdoor activities.
- Use insect repellent as needed.
-



- sand pit
- rake
- shovel or spade
- broom

FACILITIES

- Pit should be filled with sand to a depth of 30 cm to meet International Amateur Athletic Federation (IAAF) specifications.
- Ensure that landing area is soft and deep with plenty of sand and no foreign objects. Landing area should be well raked and free of debris.
- Pit should be long enough to accommodate the longest jumper and a minimum of 1.8 meters in width.
- Use a takeoff and runway surface that is clear, firm and flat with safe footing and good traction. If necessary, sweep the runway surface to remove excess sand.
- Take-off boards must be firmly attached.
- Landing pit should be maintained throughout the season and after any heavy rain.
- Dig pit at the beginning of the season and after a heavy rainfall.
- Locate pits so they are removed from high traffic areas and away from other activity sites.
- Locate take-off boards appropriate for the ability of the student.
- Move loose clothing away from runway and landing pit.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Skills must be taught in a developmental sequence, e.g., short five-step approach and build up to 13 – 17 step approach.
- No jumping when there are slippery conditions.
- A jumping procedure should be established, e.g., place a cone on the take-off board when pit is being prepared for the next student to make his/her jump.
- Students should be trained to rake. As part of training, include rules such as:
 - Remove rake before next student begins approach.
 - Begin raking after student is out of pit.
 - Rake sand into the middle of the pit rather than out to the sides.
- Students should be provided with opportunity to re-hydrate during activity.
- Parents and students must be informed of importance of sun protection.

SUPERVISION

- Provide constant visual supervision during initial lessons.
- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Emergency phone should be accessible.

TRIATHLON (Run, Bike, Swim) Grades 4-12

Equipment/Facilities

- Regular inspection of bicycles should be done to ensure that they are in proper working order prior to use.
- The bicycle size should be appropriate for the student.
- Correctly-fitting approved national accredited testing authority bicycle helmets must be worn (e.g., CSA, Snell, or CPSC).
- School or community pools should be used. Backyard pools and lake sites must not be used.
- Teacher should choose routes carefully in terms of length (following Kids of Steel® rules), road surface, and frequency or speed of traffic.



- Teacher should remember that, when setting the course, right turns are safest.
- Bathing suits should be worn for swimming.
- Suitable clothing and footwear should be worn (e.g., running shoes).

Instructional Considerations

- Prior to giving students access to deep water (above chest height) for swimming or any other aquatic activity, students should be able to meet the Canadian Swim to Survive® Standard from Lifesaving Society, a sequence of three skills: roll into deep water, tread water for 1 minute and swim 50 metres.
- Students should practice with a partner in all three events.
- A record of students running and cycling, and the route they will be travelling, should be left in the school with the appropriate staff.
- The teacher should modify the length of routes and swims to accommodate practicing and differences in age, ability and physical development following [Kids of Steel®](#) rules.
- Students should be made aware of the value of wearing wetsuits to prevent hypothermia.
- Students should be made aware of the importance of eye protection for cycling and running.

Supervision

- In-the-area supervision for cycling and running is recommended following initial skill instruction and after all safety concerns have been emphasized.
- On-site supervision by a certified NLS Lifeguard is required during the swimming portion following initial skill instruction and after all safety concerns have been emphasized.
- Adequate fluid stations should be made available for students.

ULTIMATE FRISBEE GRADES K – 12

RISK LEVEL: LOW

EQUIPMENT

- First aid kit should be stocked and accessible.
- Disc size should be suited to the ability level of students and the wind condition of the day, e.g., soft (cloth) disc, heavy discs.
- Discs must be inspected for cracks or spurs.
- Suitable clothing and footwear should be worn, e.g., no metal cleats. Remind students to tie shoelaces securely.
- Remove all jewelry prior to participation in Ultimate Frisbee.
- No gum or candy.
- Wear sun protection for summer and winter outdoor activities.
- Wear insect repellent as needed.

FACILITIES

- Select a playing area that is level, free from debris, obstructions and large holes, provides safe footing, good traction and is well removed from traffic areas.
- Report holes and severely uneven surfaces to the principal and make students aware of them.
- Goal posts must be padded if in field of play.
- Condition of turf should allow for proper traction and impact absorption.
-



- Indoors:
- Use a floor surface that is clean, level, provides safe footing and good traction and is free of all obstacles such as tables, chairs, etc.
 - Floor sockets should have cover plates in place.
 - Move loose clothing away from playing area.

SPECIAL RULES/INSTRUCTION

- Skills should be taught in proper progression.
- Games and activities should be based on skills that are taught and wind conditions.
- Body contact should not be allowed.
- Students should be provided with opportunity to re-hydrate during activity.
- Parents and students must be informed of importance of sun protection.

SUPERVISION

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

VOLLEYBALL/BEACH VOLLEYBALL/NEWCOMBE BALL

GRADES 3 - 12

RISK LEVEL: LOW

EQUIPMENT

- First aid kit should be stocked and accessible.
- Standards should be stored in a safe manner, eliminating the risk they could fall on someone.
- Nets should have no exposed frayed wires.
- Padding around the poles, including cranks and support, from the floor up to the bottom of the net is recommended.
- Use ball appropriate for age and ability of students.
- Suitable clothing and footwear should be worn. Remind students to tie shoes securely. No stocking feet. Remind students to tie shoelaces securely.
- Remove all jewelry prior to participation in volleyball activities.
- No gum or candy.
- If playing volleyball outdoors, wear sun protection and insect repellent as needed.

FACILITIES

- Playing surface and surrounding area should be clean, free of debris and obstructions and provide safe footing and good traction.
- Use outdoor volleyball courts that provide safe footing.
- Require students who are attaching net to pole to stand on seat of chair, bench or ladder. Do not allow them to climb the standards.
- Floor socket cover plates must be replaced when standards are removed. All other floor socket plates should be in place.
- Antennae should be flush with the bottom of the net.
- Beach volleyball courts should have a sufficient amount of sand so that there are no bare or hard dirt areas.
- Move loose clothing away from playing area.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Games and activities should be based on skills that are taught.
- Modify activities/rules to the age and ability level of the students.



- Organize drills so as to minimize the risk of being hit with an errant ball.
- Students should be instructed in set-up and take-downs of nets.
- Students should be provided with opportunity to re-hydrate during activity.

SUPERVISION

- On-site supervision is recommended during initial lessons and when setting up equipment.
- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

WALL/ROCK CLIMBING

WALL or ROCK CLIMBING is not sanctioned at any grade level.

WEIGHT TRAINING

**WEIGHT TRAINING is not sanctioned at Kindergarten to Grade 6.
GRADES 7 – 12**

RISK LEVEL: MODERATE

EQUIPMENT

- First aid kit should be stocked and accessible.
- Inspect all equipment regularly and repair as necessary.
- Weights not in use should be stored on appropriate racks, and in such a way that they do not present a safety hazard.
Kettle bell activities are limited to students in grades 7 – 12 and should be limited to light weights with high repetitions, ensuring proper technique is followed.
- Suitable clothing and footwear should be worn, e.g., no sandals. Remind students to tie shoelaces securely.
- Remove all jewelry prior to participation in weight training activities.
- No gum or candy.

FACILITIES

- Secure weights in a secure storage area that can be locked when it is not in use.
- Floor below free weight activities should provide sufficient traction so weights do not slide or roll.
- Move loose clothing away from lifting area.
- Provide a lifting surface that is clean, free of all obstacles and provides safe footing and good traction.
- Weight room should be locked when unsupervised.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Activities should be based on skills that are taught.
- Instruct all students in proper lifting techniques, safety procedures and program progressions that are reflective of the student's weight, skill and age.
- Use a buddy system when lifting free weights over body.
- Secure free weight plates in place before using.
- Individualize all programs.
- Students should be provided with opportunity to re-hydrate during activity.
- Make parents aware of off-campus activities and the mode of transportation.



- On-site supervision is required for initial use of free weights and weight machines.
- In-the-area supervision is required, following instructions on safe use.
- Student workouts must be with a partner.

WATERPARKS

Grades K-12

Instructional Considerations

- Teachers/supervisors should be particularly diligent during the first 10 minutes at the pool as children are excited to get into the water.
- Students should be briefed on the rules of the pool, signage, and location of lifeguards.
- Prior to giving students access to deep water (chest deep) for swimming or other activities, students must be able to meet the Swim to Survive™ Standard, a sequence of three skills: roll into deep water, tread water for 1 minute, and swim 50m.
- Students with special needs may be at greater risk in an aquatic environment. Teachers/supervisors should assess these students' swimming abilities and consider putting them in a life jacket/PFD as needed.
- Students must swim only in designated areas.
- Students should not be allowed to push or dunk other students.

Equipment/Facilities

- Appropriate swimwear or bathing suits should be worn.

Supervision

- The Lifesaving Society recommends taking children to locations supervised by certified National Lifeguards (NL).
- On-site supervision by teacher / supervisors is required following initial skill instruction and after all safety concerns have been emphasized.
- Facility factors such as water depth and pool configuration or type of activity may call for higher levels of direct supervision.
- Lifeguards are not babysitters. In addition to constant visual supervision by the facility's certified National Lifeguards, the following ratios of teachers / supervisors to children are recommended:
 - 1:4 (Pre-K to Grade 3)
 - 1:8 (Pre-K to Grade 3 if life jackets / PFDs are worn by all children)
 - 1:10 ratio (Grades 4-12)

WRESTLING

WRESTLING is not sanctioned at Kindergarten to Grade 3.

RISK LEVEL: MODERATE

GRADES 4 - 12

EQUIPMENT

- First aid kit should be stocked and accessible.
- Wrestling mats or general utility mats should be used:
 - Ensolite 3.8 cm (1½ in.), 3.1 cm (1¼ in.), or 2.5 cm (1 in.);
 - Trocellen 5.1 cm (2 in.);
 - Ethefoam 3.8 cm (1½ in.);
 - Sarneighe 3.8 cm (1½ in.);
 - Mats of equivalent compaction rating.



- Mats should be attached together or aligned so separation does not occur.
- Mat surfaces should be checked regularly for irregularities and cleaned with bleach prior to use.
- Suitable clothing should be worn. Bare feet are permissible. Remind students to tie shoelaces securely.
- Wrestling shoes or other appropriate footwear must be worn, e.g., no sharp edges, lace tips.
- Remove all jewelry prior to participation in wrestling activities.
- Eyeglasses must not be worn.
- No gum or candy.

FACILITIES

- Mat surfaces should be checked regularly for irregularities and cleaned with bleach prior to use.
- Area surrounding mats must be free of obstructions and hazards.
- Suitable clearance should be allowed from the edge of wrestling area to the surrounding walls. If clearance from wrestling area is less than 6 m (6 ½ ft.), walls should be padded.
- Move loose clothing away from wrestling area.

SPECIAL RULES / INSTRUCTION

- Teach skills in proper progression.
- Younger and less-experienced students should be taught basic gymnastic moves and break falls to prepare them for combat.

Skills should be taught in proper progression (i.e., should proceed from par terre “down” to “standing” moves).
Rules and illegal moves must be outlined.

- Encourage parterre “down” wrestling for beginner wrestlers.
- Warm-up activities must emphasize conditioning and flexibility.
- Outline rules and illegal moves.
- Match participants of similar weight, strength and gender.
- Maximum time limit must be two minutes per round and one round per match in class.
- Keep fingernails closely trimmed.
- Students with communicable skin conditions must not wrestle.
- All infections, burns and open cuts must be covered.
- Permit students to be referees only under the direct supervision of the instructor.
- Universal precautions (e.g., using impermeable gloves) should be followed when dealing with situations involving blood and other bodily fluids.
- Students with communicable skin conditions must not wrestle.
- Students should not be allowed to “bridge” on head or neck as a warm-up drill.
- Students should be provided with opportunity to re-hydrate during activity.
- On-site supervision is required by the teacher following initial skill instruction and after all safety concerns have been emphasized.

YOGA/PILATES (mat)

Grades 4 - 12

Equipment/Facilities

- Comfortable, stretchy clothing should be worn.
- Bare feet are recommended.
- Long hair should be pulled back and tied comfortably out of the way. Hair accessories should be suitable to lie on.
- Non-slip or “sticky” yoga mats should be used. Other mats such as gymnastics mats are suitable.
- Standing surfaces should be level and free from hazards.
- Students should be reminded to drink water during activity particularly if room temperature is elevated.
- Temperature of room should not exceed 30°C (i.e., hot yoga is not recommended).



Instructional Considerations

- Beginner exercises should be identified as such.
- Teaching of beginner exercises is recommended for younger children.
- Advanced exercises should never be taught to beginners/young children.
- Advanced exercises should be taught by certified pilates teachers as they can be dangerous resulting in injury.
- Students should be taught to respect their individual limits and should be encouraged to modify or substitute postures with those that offer a similar skill challenge.
- Teach to the child's age level.
- Start with a warm-up to avoid injury. Warm-up should include spinal rotation, shoulder mobilization, flexion and small extension of spine, and hip-opening exercises.
- The pilates principles of Breath, Fluidity, Centering, Balance, Concentration and Control should be the focus of the workout.
- The 5 Principles of Alignment should be followed:
 1. **Breath** – In through nose and out through mouth to create focus and flow. Teach breathing into lungs without “heaving” of chest or abdominals. Breath helps recruit core muscles.
 2. **Pelvis placement** – Work in “imprint” when legs are in air or when abdominals are weak or back issues are present. Imprinted spine means whole spine is in contact with mat, no space under low back, pelvis is tilted. Work in “neutral” otherwise, with natural curvature of spine. Hip bones and pubic bone are level, abdominals recruited but not shortened.
 3. **Rib cage placement** – Ribs should always be “connected” with the abdominals, so no popping ribs. Ribs are in line with pelvis in all positions, lying, sitting, standing.
 4. **Shoulder stabilization** – In good posture, shoulders are flat on rib cage. Collar bone is level with ground. Good shoulder stabilization releases neck tension and encourages proper firing patterns of the abdominals.
 5. **Head placement** – In line with shoulders. At all times avoid neck tension and pain. Can use light support to help strengthen neck muscles.

Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- We recommend that certified teachers teach pilates to students.
- Classroom teachers should be on site to supervise classroom management.



APPENDIX A Supervision Requirements

Supervision Requirement for Sports and Activities

Approval and Responsibilities

- The principal should approve all physical activities in the school in accordance with the safety guidelines and administrative procedures set out by the school division.
- Teachers are responsible to supply the principal with a list of physical activities that he/she will be having students do as part of educational or extracurricular programming.
- If any student wears a medical alert bracelet, the teacher should be aware of that fact and instruct students to make the teacher aware if it is taken off for any reason. Medic alert jewelry may be used when firmly taped down.
- All outdoor education activities and sports not listed in the Physical Activity Safety Guidelines table of contents need written approval from the Director of Education.

Facilities

- Schools shall maintain current medical information forms on file for all students.
- This information must be available to appropriate personnel who deal with these students on a daily basis.
- Each school should develop an emergency response plan to deal with accidents of all types. Schools are encouraged to regularly practice the accident response plan.
- A copy of all accident reports shall be kept in the school and at the GSSD Office.
- Students should be aware of the fire drill procedures for physical activity areas in the school.

Equipment

- Ensure that personal equipment (i.e. helmets, skates, skis, padding, etc.) fits properly and is appropriate to the skill level of the individual.
- Instruct students to report all equipment problems to the appropriate individual.

Instruction

- Teach skills for specific activities in appropriate progression. Refer to the appropriate resources for detailed information about skills progression.
- Base activities on skills that have been taught.
- 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.
- Students should learn how to prevent, recognize and treat sunburn, frostbite and hypothermia.
- Students should be aware of the danger of chewing gum or eating hard candy (cough drops etc.) during physical activity.



Suspension

- A teacher must be present and in charge at all times.
- Establish routines, rules of acceptable behavior and duties of students at the beginning of the year and reinforce them throughout the year. Teachers/Supervisors should sanction students for unsafe play or unacceptable behavior whenever it occurs and should encourage safe play at all times.
- 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.
- Become familiar with your students' medical history and physical limitations.
- Teach students appropriate behavior when an accident occurs – stand back, do not move the injured person, and get a responsible adult immediately.
- Three levels of supervision are referred to in the specific sport guidelines:
 - **“Constant visual supervision”** means that the teacher/supervisor is physically present, watching the activity in question in close proximity.
 - **“On-site supervision”** means that the teacher/supervisor is present but not necessarily constantly viewing one specific activity.
 - **“In the area supervision”** means that the teacher/supervisor could be in the gymnasium office while other activity is taking place in the gymnasium or in the gymnasium while an activity is taking place in an area adjacent to the gymnasium.
- Designate a responsible person to accompany an injured student to the hospital.

Clothing and Footwear

- Appropriate clothing and footwear shall be required of each student for each activity, for the weather conditions, and for the age and skill level of the student. Jewelry must be removed prior to participation in all physical activities. Medic alert jewelry may be used when firmly taped down.
- Sun and insect protection should be appropriate for the sport and the weather.
- Tie back long hair when it could obscure vision or become a danger to the student's safety.
- Encourage students with prescription eye wear to have glasses secured with a strap for vigorous physical activity.



APPENDIX B Part 1

Informed Parent Consent Agreement for the Term: Semester/ Year
Informed Parent Consent Agreement
Good Spirit School Division # 204

School Name: _____

High-risk Activities: _____

Some activities are classified as high-risk by the school division. In order for your student to participate in such activities, prior consent must be given.

We, the undersigned, acknowledge that we have been provided with the answers to any questions we may have about the high risk activities and we wish our child to participate in any of the events that have not been stroked off. Events will be held during _____ class/trip. Examples of possible injuries from participation include (but are not limited to):

- 1: Lacerations, bruises, broken bones, etc. from impact from an object, person, etc.
- 2: Concussion from impact from an object, person, etc.
- 3: Other less common injuries

We understand that the Good Spirit School Division # 204 has rules and regulations for the sports and activities as outlined by the Board of Education. These rules and regulations are designed for the safety and protection of participants. We undertake to have our child _____ follow these rules and regulations.
(print student’s name)

We understand that certain activities require a minimum level of fitness and health (physical, mental, emotional) and that each person has a different capacity for participation in these activities. We also hereby warrant that any known medication needs of our child will be clearly indicated in writing on this form.

We agree that Good Spirit School Division # 204 or its employees, servants or agents shall not be liable for any injury to our child or loss or damage to any personal property arising from, or in any way resulting from participation in these activities, unless such injury, loss, or damage is caused by the sole negligence of the School Division or its employees, servants or agents while acting within the scope of their duties.

We declare having read and understood the above informed consent agreement in its entirety and consent to participate acknowledging the foregoing.

Medication needs of the student participating: (if any) _____

Signature of Parent / Guardian

Signature of Student

Signature of Parent / Guardian

Date



APPENDIX B Part 2
High Risk Activity Informed Consent Form

The activities below are considered high-risk. The school has checked off the activities being offered. Please initial beside these activities those you consent to allow your student to participate.

Activities	Offered at School	Parent Consent
Archery	<input type="checkbox"/>	
Baseball and Softball	Not Sanctioned	
Basketball	<input type="checkbox"/>	
Benches and Chairs	<input type="checkbox"/>	
Bowling	<input type="checkbox"/>	
Broomball Non-Ice and Ice	<input type="checkbox"/>	
Cheer with stunts	Not Sanctioned	
Cheer Gr. 6-12 Extracurricular	<input type="checkbox"/>	
Cricket	<input type="checkbox"/>	
Cross-Country Running	<input type="checkbox"/>	
Cross-Country Skiing & Snowshoeing	<input type="checkbox"/>	
Curling	<input type="checkbox"/>	
Cycling	<input type="checkbox"/>	
Dance, Rhythmic gymnastics and Activities	<input type="checkbox"/>	
Diving	<input type="checkbox"/>	
Dodgeball Type Games/Tag Games	<input type="checkbox"/>	
Field Hockey	<input type="checkbox"/>	
Fitness Activities	<input type="checkbox"/>	
Floor Hockey/Gym Ringette	<input type="checkbox"/>	
Football	<input type="checkbox"/>	
Flag or Touch Football	<input type="checkbox"/>	
Golf	<input type="checkbox"/>	
Gymnastics - Olympics	Not Sanctioned	
Gymnastics - Educational	<input type="checkbox"/>	



Horseback Riding	Not Sanctioned	
Ice Hockey/Shinny/Ringette	<input type="checkbox"/>	
In-Line Skating (Roller Blading)	<input type="checkbox"/>	
Kinball (Omnikin)	<input type="checkbox"/>	
Lacrosse	<input type="checkbox"/>	
Low Organizational and Lead-Up Games	<input type="checkbox"/>	
Martial Arts/Self Defense	<input type="checkbox"/>	
Orienteering/GPS Activities	<input type="checkbox"/>	
Outdoor Education- General Procedures	<input type="checkbox"/>	
Outdoor Education Backpacking	<input type="checkbox"/>	
Outdoor Education Camping	<input type="checkbox"/>	
Outdoor Education Canoeing	<input type="checkbox"/>	
Outdoor Education Flat water Kayaking	<input type="checkbox"/>	
Outdoor Education Canoe Tripping	<input type="checkbox"/>	
Outdoor Education Outdoor (Lake) Swimming	<input type="checkbox"/>	
Outdoor Education Sailing	<input type="checkbox"/>	
Outdoor Education Mountain Biking	<input type="checkbox"/>	
Outdoor Education Winter Camping	<input type="checkbox"/>	
Outdoor Education Skiing (Alpine)/Snowboarding	<input type="checkbox"/>	
Outdoor Education Ice Fishing	<input type="checkbox"/>	
Parachute Activities	<input type="checkbox"/>	
Racquet Sports (Court)	<input type="checkbox"/>	
Racquet Sports (Nets)	<input type="checkbox"/>	
Rugby (Touch)	<input type="checkbox"/>	
Scoopball	<input type="checkbox"/>	
Scooter Boards	<input type="checkbox"/>	
Scuba Diving	<input type="checkbox"/>	
Skating (ice)	<input type="checkbox"/>	
Skiping	<input type="checkbox"/>	



Soccer	<input type="checkbox"/>	
Slowpitch/Tball	<input type="checkbox"/>	
Swimming (Instruction) and Water Polo	<input type="checkbox"/>	
Swimming (Leisure)	<input type="checkbox"/>	
Table Tennis	<input type="checkbox"/>	
Team Handball	<input type="checkbox"/>	
Tetherball	<input type="checkbox"/>	
Tobogganing	<input type="checkbox"/>	
Track and Field Track Events	<input type="checkbox"/>	
Track and Field Hurdles	<input type="checkbox"/>	
Track and Field Discus	<input type="checkbox"/>	
Track and Field High Jump	<input type="checkbox"/>	
Track and Field Javelin	<input type="checkbox"/>	
Track and Field Pole Vault	<input type="checkbox"/>	
Track and Field Shot Put	<input type="checkbox"/>	
Track and Field Tripe Jump, Long Jump	<input type="checkbox"/>	
Ultimate Frisbee	<input type="checkbox"/>	
Volleyball/Beach Volleyball/Newcombe Ball	<input type="checkbox"/>	
Wall/Rock Climbing	<input type="checkbox"/>	
Weight Training	<input type="checkbox"/>	
Wrestling	<input type="checkbox"/>	



APPENDIX C

Informed Parent Consent Agreement for a Specific High Risk Activity

**Informed Parent Consent Agreement
Good Spirit School Division # 204**

School Name: _____

High-risk Activities: _____

Some activities are classified as high-risk by the school division. In order for your student to participate in such activities, prior consent must be given. Examples include (but are not limited to): Archery, Canoe Tripping, Cheerleading with stunting, Discus, Gymnastics at gymnastics centre, Horseback riding, Javelin, Lacrosse, Pole Vault, Lake Swimming, Rugby, Scuba Diving, Skiing (Alpine), Snorkeling, Snow Boarding, Shot Put, Wall Climbing.

We, the undersigned, acknowledge that we have been provided with the answers to any questions we may have about the high risk activities and we wish our child to participate in any of the events that have not been stroked off. Events will be held during _____ class/trip. Examples of possible injuries from participation include (but are not limited to):

- 1: Lacerations, bruises, broken bones, etc. from impact from an object, person, etc.
- 2: Concussion from impact from an object, person, etc.
- 3: Other less common injuries

We understand that the Good Spirit School Division # 204 has rules and regulations for the sports and activities as outlined by the Board of Education. These rules and regulations are designed for the safety and protection of participants. We undertake to have our child _____ follow these rules and regulations.
(print student's name)

We understand that certain activities require a minimum level of fitness and health (physical, mental, emotional) and that each person has a different capacity for participation in these activities. We also hereby warrant that any known medication needs of our child will be clearly indicated in writing on this form.

We agree that Good Spirit School Division # 204 or its employees, servants or agents shall not be liable for any injury to our child or loss or damage to any personal property arising from, or in any way resulting from participation in these activities, unless such injury, loss, or damage is caused by the sole negligence of the School Division or its employees, servants or agents while acting within the scope of their duties.

We declare having read and understood the above informed consent agreement in its entirety and consent to participate acknowledging the foregoing.

Medication needs of the student participating: (if any) _____

Signature of Parent / Guardian

Signature of Student

Signature of Parent / Guardian

Date



OUTDOOR SAFETY APPENDIX

Farmland

Please obtain permission from the landowner before going on their land.

Farm Dogs

Most farmyards house at least one dog. It is important to note that these dogs are generally protectors of the farmyard and should be treated with caution, which is very different from what you might encounter in a city dog. Farm dogs, as protectors, are generally there to alert the owners to the presence of people and wildlife entering the yard. As guard dogs or protectors, they may be trained or have natural tendencies to be aggressive with strangers when their owners are not present. Even some dogs that you may have encountered on previous visits that were friendly may become territorial if their owners aren't present.

If you enter a farmyard, be aware of any dogs and do not get out of the school bus/vehicle if they are displaying any warning signs of aggression such as raised hackles (fur on their back and neck is standing up); loud and crisp barking, baring their teeth, a rigid stance, etc. Do not approach strange dogs – let them approach you if they aren't displaying aggression. Use common sense around farm dogs and be cautious. With that said, there is no need to be afraid of farm dogs, because many are very friendly, just use caution when entering a farmyard.

Livestock

You may encounter livestock on farmland. Try to avoid livestock wherever possible as you do not want to be the cause of any disturbances to livestock which may upset the landowner. If necessary, walk around livestock to get to your destination. Be sure to check if bulls are present, or females with young, before going into the field, and keep an eye out for danger. Bulls and females with young may charge you. Curious livestock may also approach you but aren't necessarily a threat (e.g., horses can be very curious, or cattle sometimes think that people = food).

Fire Building

Essentials of Fire

Fire-making is an essential skill for surviving the outdoors. It's not only for roasting marshmallows and hotdogs - it is a source of heat to prevent hypothermia, is essential for boiling / sterilizing water, and of course for cooking.

Equally essential is proper fire management and responsible use. Always keep your fire under control, and ensure it is completely extinguished when unattended.

Starters

- Fire Steel
- Lighter / Matches
- Friction

Materials

- **Tinder** - fine fibre-like and flammable materials that will easily take a spark or ignite under friction.
- "Grandfather's Beard" (*Usnea* fungus), dry grasses, bark strands, pine sap.
- **Kindling** - small sticks or materials no thicker than a finger that ignite relatively easily from burning tinder. Kindling is the basis for a good fire.
- Sticks, thin branches, reeds, pine cones.



- **"Wrist wood" fuel** - small branches and split logs are the fuel of a good fire. Slow-burning woods can last for hours.
- **Split Wood** - This is the typical fuel source of a campfire. If you have the means to split and chop wood, try to use pieces no thicker than your knee.
- **Logs** - Downed, uncut logs can be a long-lasting fuel source, but are difficult to extinguish and can quickly get out of control. These are recommended only in survival situations.

NB: Never cut live trees for your fire. It is illegal in parks and protected areas, and green wood does not burn well.

Choosing a site

- In campgrounds or recreational areas, use the designated stoves, rings or fire pits. They are designed to keep fires from spreading and are the best choice for a safe campfire.
- When outside of a campground, use sites that are clear of dry grass, bushes, leaves, branches, tree trunks, peat moss and overhanging branches. If the site has already been used for a campfire, use the same site.
- Build your campfires on level ground that is sheltered from wind.
- If you can't build your fire near a water source, have a large container of water nearby to keep your campfire under control. When you are done, fully extinguish it by soaking it, stirring it and soaking it again.

Building Your Fire

First, prepare your site by clearing a 1 m (36 in) radial area of dead foliage and flammable material. The base for your fire should be sand or gravel. Dig a shallow trench in the centre of the cleared area as a wind-break. Alternately, you can build a fire-ring of rocks being mindful not to use rocks gathered from near moving water or mineral-rich areas as these rocks can explode.

Once your site is prepared, use your smallest tinder materials to begin your fire as these will ignite the easiest. Add increasingly-larger materials as the fire takes. Once the fire is established, add split wood arranged in a teepee formation.

Extinguishing Your Fire¹

Soak It. Stir It. Soak It Again.

- Let the fire burn down before you plan on putting it out. Spread the embers within the fire pit, then add water or loose dirt and stir.
- Expose any material still burning. Add more water and stir again until you can no longer see smoke or steam. Do not bury your fire as the embers may continue to smoulder and can re-emerge as a wildfire.
- Repeat until your campfire is cool to the touch.
- If your fire is out, you should not be able to feel any heat from the ashes.

¹ Government of Alberta. [Alberta Wildfire: Campfire Safety](#).

Mosquitoes

West Nile Virus

The mosquito species that carries the West Nile Virus is present in Saskatchewan. It is impossible to avoid mosquito bites altogether, but it is possible to prevent them by using bug repellent (whether with DEET or citronella) and wearing clothing that covers up skin. If an individual becomes ill with flu-like symptoms during or after being outdoors, be sure to mention their exposure to mosquitoes to a health-care professional.

Poisonous Flora

Saskatchewan is home to several hundred plant species, most of which are harmless if left undisturbed. However, some species can cause discomfort, pain or even death if touched or ingested. Some substances found on leaf surfaces or in sap



can irritate the skin, causing redness, swelling or blistering. Other substances cause skin discoloration or increased sensitivity to light.

Anyone can suffer the harmful effects of certain plants. However, children, who are naturally curious, are the most vulnerable, since ingesting even a small quantity of a toxic substance can have serious or even fatal consequences. The same amount of a toxic substance could have only minimal effects on an adult-sized person.

Plant Poisoning Prevention

Remember these general tips for plant safety in your outdoor pursuits:

- Avoid eating all plants that have coloured or milky juices such as members of the milkweed, poison ivy, spurge and poppy families. There are exceptions to all general rules; for example, lettuce has milky juice.
- Avoid all unknown white or red fruits. Poison ivy and baneberry have white fruits and are poisonous. Baneberry also has a red-fruited form. Unrecognized fruits should all be treated as potentially toxic.
- Avoid all fruits that are three-sided or three-lobed and thereby eliminate the potential dangers of spurge, horse chestnut, lily and amaryllis families.
- Avoid eating unknown fruits, seeds, roots and tubers of wild plants as the toxicity of plants is generally greatest in storage organs such as these.
- DO NOT eat any plants you find unless you are absolutely sure you know the plant and its edible parts (note: some edible plants have look-alikes that are poisonous). Also be aware that some landowners may use edible plants (e.g., Saskatoon berries growing on their land) – do not consume anything without permission.
- Avoid all bulbs that do not smell like onions or garlic. Bulbs from members of the lily and amaryllis families can be fatal if eaten in large quantities.

First Aid for Plant Toxicity

Depending on the mechanism of toxicity, the treatment and management of symptoms will vary.

If a person's airway is compromised or if their cardiac condition is abnormal, get immediate medical attention. Collect a sample of the offending plant for medical personnel.

For contact irritations, rinse the affected area immediately with cold water then wipe with isopropyl alcohol. Be sure to use cold water as warm water opens the skin's pores and will allow the toxins to penetrate. Calamine lotion may be used to soothe irritation on the cleansed area.

For plant ingestion poisoning, vomiting and diarrhea are the most common signs. On their own, these signs can be managed, but some plants can cause additional symptoms that may not be immediately obvious. Contact an emergency department or poison control centre for further advice.

Poison Ivy

What Does Poison Ivy Look Like?

The leaves of poison ivy have three pointed leaflets. The middle leaflet has a much longer stalk than the two side ones. The leaflet edges can be smooth or toothed but are rarely lobed. The leaves vary greatly in size, from 8 to 55 mm in length. They are reddish when they appear in the spring, turn green during the summer, and become various shades of yellow, orange or red in the fall.

The plant stems are woody and of two kinds. The most common kind grows as a trailing vine, with upright leafy stalks 10 to 80 cm (4 to 31.5 inches) high. The second kind is an aerial vine that may climb from 6 to 10 m (6.5 to 11 yards) high on trees, posts, or rough surfaces.



The plant produces clusters of cream to yellow-green flowers during the months of June and July. The berries that appear by September are clustered, round, waxy, and green to yellow in colour. The size of the berries ranges from 3 to 7 mm (.12 to .28 inches) in diameter, and they often remain on the low, leafless stems of the plant all winter.

Poison ivy is often confused with similar plants like poison oak and poison sumac. Poison oak has the most "oak-looking" leaves of any of the species. It usually has multi-lobed leaves, no aerial roots on the stems, and fuzzy fruits and leaves. Poison oak is not usually found in Canada, except for a western species that grows in southern British Columbia.

Poison sumac, which tends to grow in wet soil conditions, has tiny sweet-smelling flowers in the spring. It is brightly covered with lovely red and yellow leaves in the fall, with 7 to 15 leaflets. Poison sumac never has only three leaflets and is the only one of the three that has cream-coloured berries.

Poison ivy, poison oak and poison sumac can all cause skin rashes (dermatitis) from the urushiol in their sap. When in doubt, avoid touching an unknown plant until it has been clearly identified.

If the skin comes in contact with poison ivy it can become severely irritated. To avoid this while being outdoors, always wear long pants, thick socks and closed shoes. If an individual is very susceptible to the effects of poison ivy, use caution when removing clothing that may have come into contact with the plant, as the oils may be present on their clothes. If an individual's reaction to this plant is extreme, always be on the lookout for it, and do not walk in areas where it is present.

Cacti

Always check the ground before sitting or kneeling to avoid picking up cacti spines. Pincushion cacti can be particularly inconspicuous, so check the ground carefully! If an individual does get spines in their skin, remove them and apply first aid.

Shelter

Shelter should be considered one of the top priorities in most survival situations. Severe weather and extreme temperatures can be deadly within a few hours if a person remains exposed to the elements. Not all shelters will be the same, however. Each is a product of the environment they are used in, and the materials available.

Ingenuity and creativity will go a long way when constructing a survival shelter. Natural materials and features of the terrain can all be used in the construction of a shelter; sticks and branches can be used as supports while brush, leaves, and dirt can be used for insulation. In winter, even snow can be used to construct the ideal shelter, providing insulation and protection.

One of the most important factors in building a shelter is simplicity. Do not make the construction of shelter a complicated process that expends excessive calories, monopolizes your gear, and consumes excessive time. Plan ahead, pick your site, gather materials, then build.

Protection from the Elements

The ideal shelter will provide:

Protection from above

- Precipitation
- Wind
- Sun
- Heat loss

Protection from below

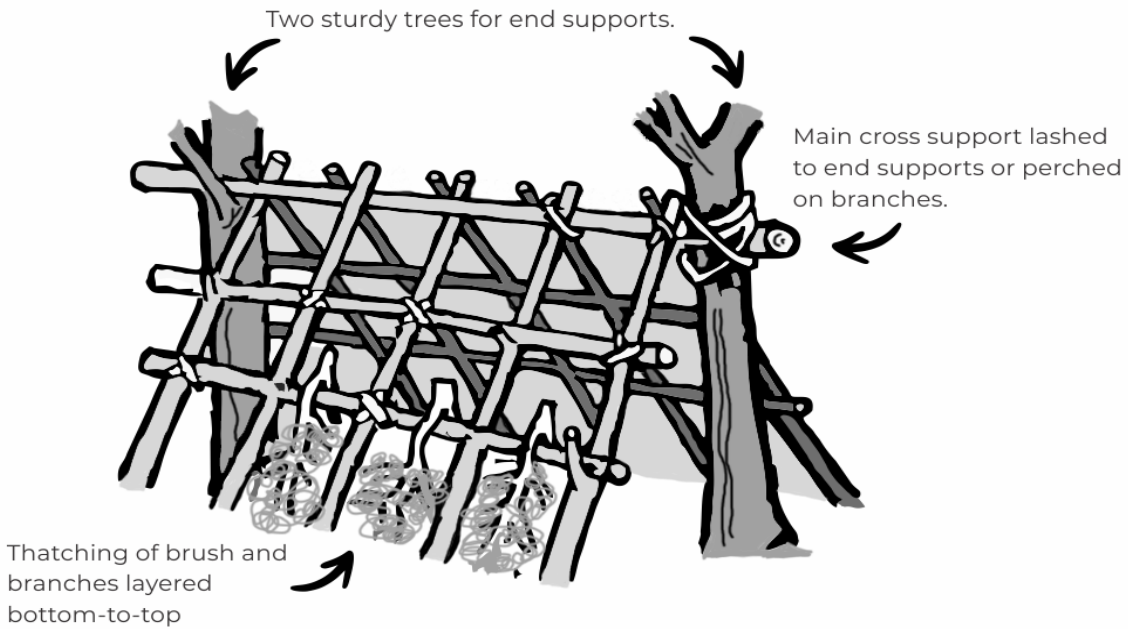
- Heat loss
- Bugs
- Moisture



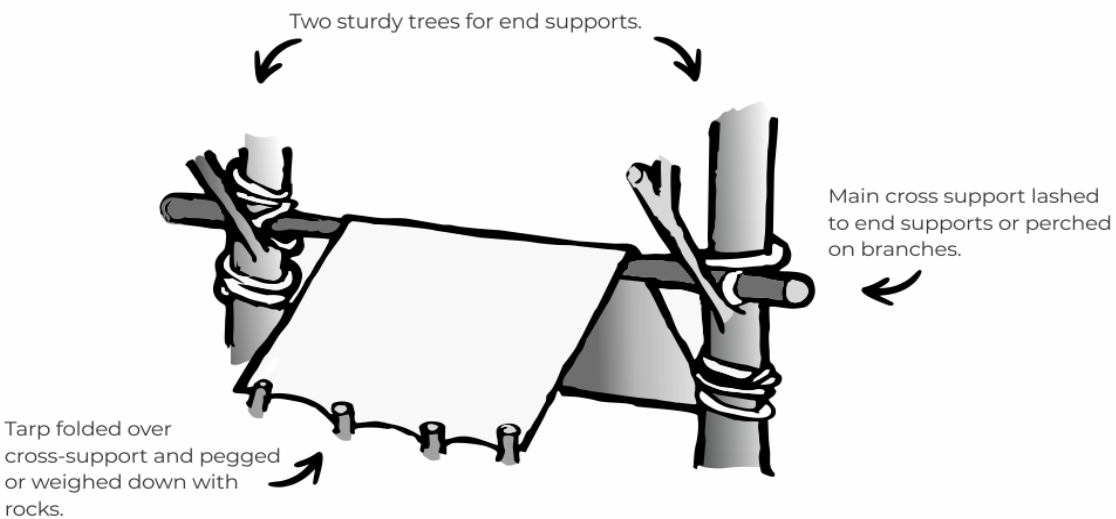
Structures

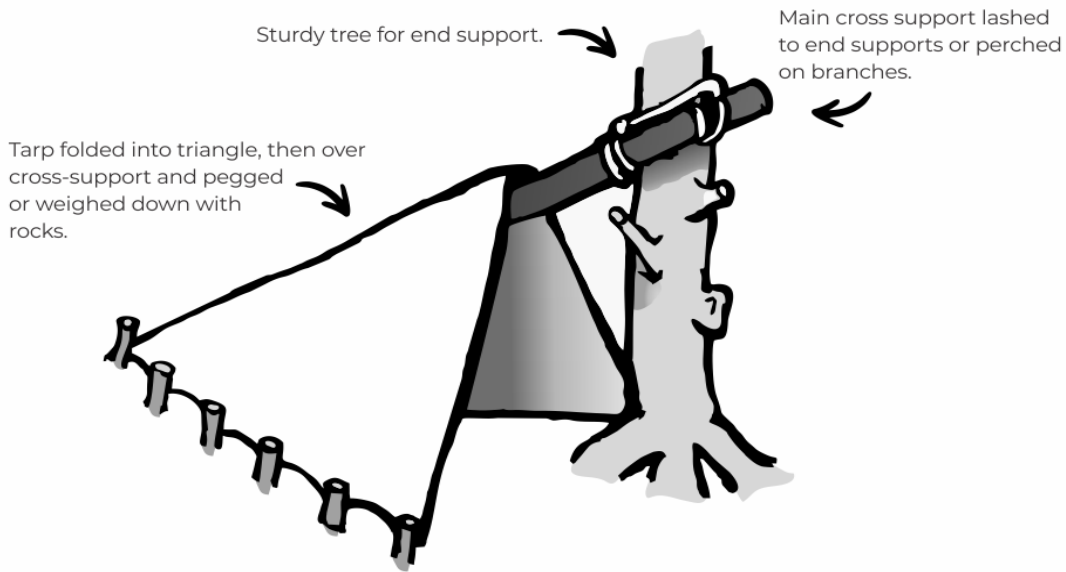
The four most common shelter structures are the Lean-to, A-Frame, Tipi and the Dome. These can all be constructed using the most basic of materials and in a relatively short time. Outdoor education classes are encouraged to practice building various types of shelters in a controlled environment before venturing into the wilderness.

Lean-To

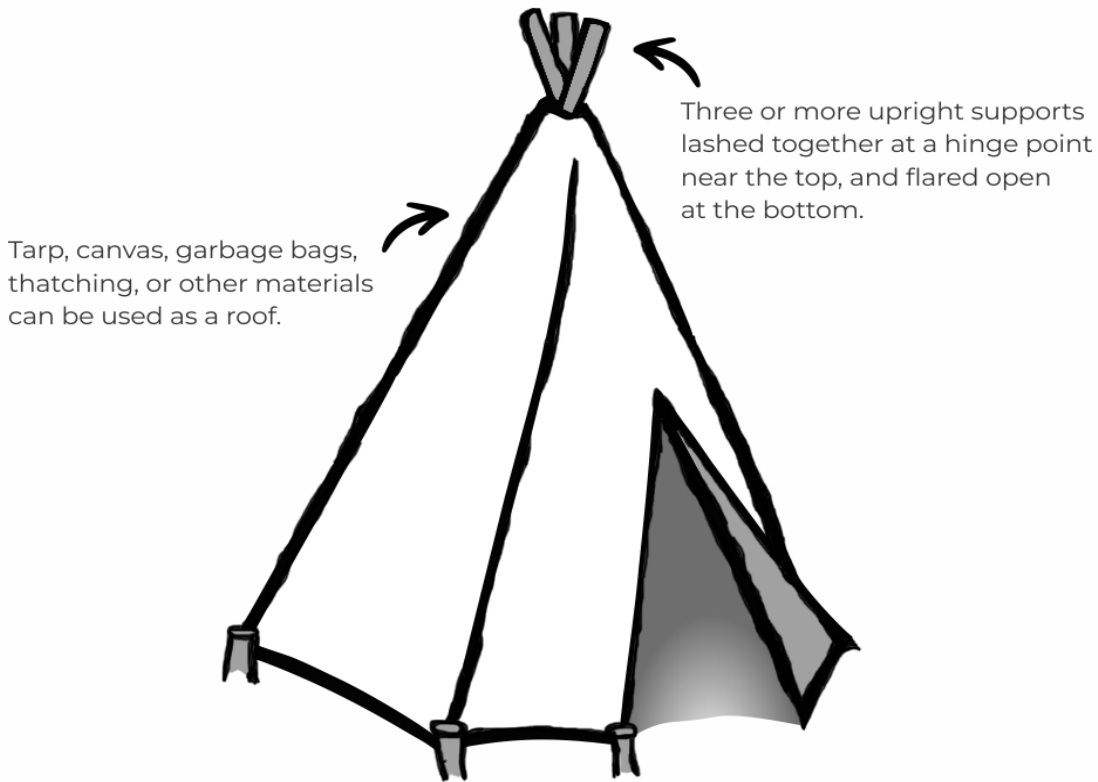


A-Frame



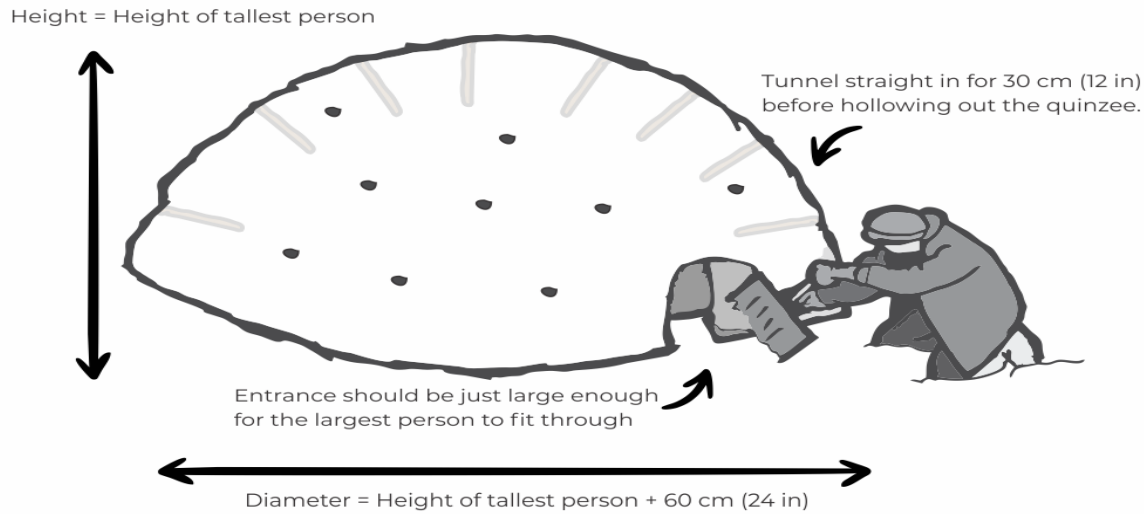


Tipi





Dome



Date last revised: November 23, 2022

Swim to Survive®

Water Safety - Swim to Survive®

The following describes the Lifesaving Society’s Swim to Survive® Standard. More information about the program and other water safety considerations (such as lifeguarding) is available at www.lifesaving.org.

Instructional Considerations:

- Students participating in water activities conducted in water deeper than chest height should meet the Swim to Survive® Standard.
- Students who cannot meet the Swim to Survive® Standard can still participate in deep water activities as long as they are wearing a properly fitted lifejacket or personal floatation device (PFD).
- Prior to participating in boating activities, students should demonstrate the three skills involved in the Swim to Survive® Standard while wearing a properly fitted life jacket or PFD.

Swim to Survive® Standard:

The Swim to Survive® Standard is a simple, straightforward and focused national standard that defines the minimum swimming skills needed to survive an unexpected fall into deep water. The Swim to Survive® Standard is a sequence of three skills:

Swim to Survive® Standard = **ROLL** into deep water + **TREAD** water (1 min.) + **SWIM** 50m

Task	Essential Skill & Rationale
<p>Roll into water Minimum safe depth for teaching in 2.5m or 8 ft. 4 inches.</p>	<p>Orient oneself at the surface after an unexpected entry. A fall into water is distorting and a threat to normal respiration.</p>



<p>Tread water for 1 minute</p>	<p>Support oneself at the surface. Canadian waters are generally cold enough year-round to trigger a gasping reflex on unexpected immersion. The ability to tread water allows you to protect your airway while regaining control of your breathing.</p>
<p>Swim 50 metres</p>	<p>Swim to safety. Lifesaving Society research shows most drownings occur within 3 to 15 metres of safety (dock, shoreline, pool edge). Because your ability may be impaired by cold water, clothing, etc, we use a 50 m distance as a reasonable standard.</p>

Ticks

What Are Ticks?

Ticks are the oldest and most enduring group of arthropods and have survived over millions of years with minimal change.¹

Saskatchewan is home to many species of ticks. Most tick species in Saskatchewan do not carry *Borrelia burgdorferi*, the bacteria that can cause Lyme disease in people. However, there is evidence that tick species capable of carrying the bacteria are expanding their range in Canada. The range and population size of several important tick species are increasing, thanks to their ability to adapt and disperse.

Even though ticks are dependent on blood as their sole food source and require a blood meal at each stage of their development, they not only continue to survive but prosper.²

In addition to the impact of tick infestations on vertebrate hosts, ticks transmit a greater variety of pathogens than any other arthropod group. The pathogens they transmit include fungi, viruses and bacteria.¹

Tick prevention

It is important to prevent ticks from coming into contact with your skin. There are several ways to prevent exposure to ticks.

- Wear clothing that covers your arms and legs.
- Tuck your pants into your socks or even put athletic tape around openings in clothing so ticks have no access.
- Wear light-colored clothing so ticks are more visible.
- When you are in the woods, keep to the center of the trail, where ticks are less likely to be (ticks tend to stay in shrubs and bushes).
- Check your clothing after walking through the bush. Ticks will crawl under your clothing to get to your skin. If they are on the exterior of your clothing, you can flick them off, or crush them.
- If you find a tick on your or a student's skin and it is still crawling, remove the tick right away and crush it.

As soon as you return to base camp or home, check yourself or have a family member help check you for ticks. Use a fine-tooth comb through your hair and check folds of the skin. You should also shower and wash your clothes at a high heat so any ticks on you are killed.

Removing Ticks

Ticks that are attached to skin must be removed as soon as possible. If they are attached for more than 24 hours, the risk of transmission of *Borrelia* bacteria increases.³

- Use fingers, tweezers or a tick remover from a pharmacy. Grasp the tick near the skin and pull it straight out. It does not matter if parts of the tick's biting tools remain in the skin.
- A little antibiotic-containing ointment can be put on the bite site.



- Do not lubricate the tick with oil, grease, butter, petroleum jelly, alcohol or candle wax as this may delay tick removal, with a greater risk of disease transmission as a result. This may cause further harm to the individual, but it also can cause the tick to regurgitate their last meal before detaching.
- Contact your doctor if you notice a red rash spreading around the tick bite within 3 days to 4 weeks after the bite.
- Contact your doctor if you get a fever, swollen lymph glands or general malaise. These symptoms can come and go.

In general, ticks in Saskatchewan do not transmit any serious diseases. Their bites, however, can become infected. If a tick has been removed, clean the bite as you would treat any other wound/abrasion. If you feel ill, seek medical attention, and mention tick bites, especially any that appeared to be infected.

Ticks are difficult to crush, and the most common ways to kill them are to stab them through, split them with your fingernail or burn them (do not try and burn a tick off of someone's skin; do not to try kill one by burning while outdoors – prairie fires can result).

¹Dennis D.T. & Piesman J.F. (1991). – Tick-borne diseases of humans (J.L. Goodman, D.T. Dennis & D.E. Sonenshine, eds). ASM Press, Washington, DC, 3–11.

²de la Fuente, J., Kocan, K.M., & Contreras M. Prevention and control strategies for ticks and pathogen transmission. *Rev. Sci. Tech. Off. Int. Epiz.*, 2015, 34 (1), 249-264.

³Norwegian Institute of Public Health [web: <https://www.fhi.no/en/el/insects-and-pests/ticks-and-tick-borne-diseases/preventing-ticks/>] Retrieved Mar 2020.

Water Purification

Water

Water is essential for life. People can go up to 3 weeks without food, but can go only 3 days without water before it becomes dangerous.

Potable water can be difficult to come by in the wilderness. Standing water such as puddles and stream beds can look clean, but may contain harmful bacteria and viruses.

Choosing water sources

- Look for moving water - river, waterfall, spring - that is exposed to sunlight. Sun is a natural disinfectant. Look for signs of animals, feces, carcasses and avoid collecting water from these areas.
- If standing water is the only option, skim water from the surface as sediment and particulate settles to the bottom.
- Cold water is less hospitable to bacteria. In the mountains, it is often indicative of glacial or snow-pack runoff which is inherently cleaner.

Making water potable

Potable water requires two things: filtration to remove sediment, and purification to eliminate toxins. While filtration is important to the taste and palatability of water, purification is essential for safe drinking water.

Filtration

The goal of filtration is to remove debris and sediment. The finer the medium, the more particulate will be filtered. Water can be filtered through a number of media. A shirt folded over is the most basic. Charcoal filters are great if you have one as they can remove most bacteria, but toxins such as viruses smaller than 0.2µm can still pass through.

Purification

The goal of purification is to eliminate toxins. Boiling water is the most basic, and often the most reliable. Chlorine tablets are effective, but can alter the taste and are not the most healthy option. It is preferred to take substances *out* of the water,



not add to it. Ultraviolet (UV) purifiers such as [SteriPen™](#) are the best option.

Wildlife

Although these occasions are rare, there are several animals that may be encountered when outdoors. It is good to be aware of the various species and their behaviours so that appropriate action can be taken if you should encounter any of these animals.

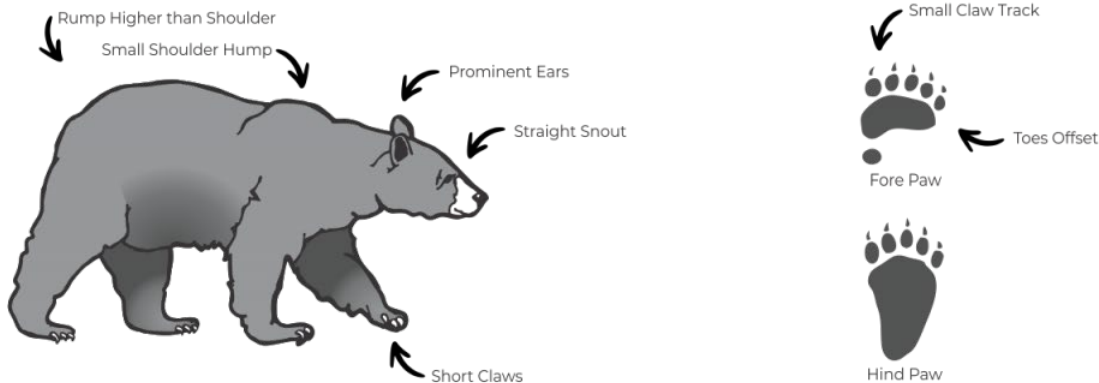
Common Bear Traits

Bears posture and gesture to establish rank and avoid direct conflict. A bear's primary activity is searching for food. Because their lives revolve around sourcing their next meal, bears can learn to associate food with humans if they have frequent contact with a food source in a human environment such as garbage cans.

Bear season

April 1 to November 30

Black Bear (*Ursus americanus*)



- Coat colour can be black, cinnamon or blonde. Not all black bears have a black coat.
- Snout to face forms a straight line (i.e., roman profile).
- Prominent ears.
- No shoulder hump.
- Short claws leave little imprint in track.
- Adult males: 100-200 kg.
- Adult female: 45-100 kg.
- Active from spring through autumn.
- Prefer forests, wooded areas and dense brush (year-round) for habitat.
- Diet varies: young shoots, berries, insects, fish.
- Breeding maturity by 3.5 years.
- Mate in spring. Cubs (1-4) born in winter den.



Prevention and Deterrents

Prevention

- When visiting their habitat, be respectful of their behaviours and do not disturb them.
- Don't leave food out.
- Make noise. Holler or talk loudly. Use an air horn in dense brush and near streams.
- Never say "hey bear" or holler anything high pitched or similar sounding to a scream. If a person hears you, you don't want them to think you are in danger, and bears are also drawn to high-pitched noises as they may signal possible prey (i.e., gophers).
- **Don't use bear bells.** (Bear bells are often colloquially called 'Dinner Bells').
- Avoid animal carcasses. Berries, fish and carcasses are all food sources for bears and they will defend their meals. Watch for signs of carcasses such as circling magpies and ravens. Leave the area immediately.
- Check for signs of bear presence such as scat, tracks and diggings (rolled logs, rocks, disturbed ant hills).
- Watch for cubs as bears may become more aggressive if they feel their young are threatened.
- Stay in groups.
- Stay on established trails and hike during daylight.

Deterrents

The intent of deterrents is to create a negative experience for the bear so they are less likely to interact with humans in the future.

Noisemakers are most effective when used as a deterrent from a distance. Always assess the situation before using noisemakers. Make sure your surroundings are clear and that the bear has an obvious escape route. Noisemakers may not immediately deter bears that may have encountered them before.

Bear spray is essential. It's the most effective deterrent available for close-proximity encounters. Always carry your bear spray on your person, even when sleeping; never in your backpack. Wind or rain may reduce the spray's effectiveness. NEVER use bear spray in a preventive way as a repellent, or at a far distance as a deterrent. Don't spray it on yourself, your tent or your gear. Studies have found that the lingering smell actually *attracts* bears. Practice if possible, but make sure to use it away from human use areas since it attracts bears after discharge.

Encounters

If a bear approaches you, stop and remain calm. Have the bear spray ready and assess their behaviour to determine why it's approaching.

- **Defensive encounter:** may occur if bear is startled by sudden appearance or if it feels threatened. Signs of a defensive encounter:
 - *Vocalization* – blowing, huffing, woofing, growling, snapping jaws.
 - *Appear stressed* – flicking ears, swatting ground.
 - *Agitated* – may bluff charge. Don't run! Telling you to leave the area.
- **Non-defensive encounter/predatory encounter:** may develop if he's spotted you but doesn't show signs of stress. These encounters are more likely to occur at night. While they may be curious, they may also be assessing you as possible food, or asserting dominance.
 - Signs of a non-defensive encounter:
 - *Staring intently* – avoid eye contact if showing predatory signs. Could provoke aggressive behavior.
 - *Circling you* – may circle to detect your scent, moving closer as they assess you.
 - *Remaining quiet* – if they stay quiet, they may be assessing you as food value.



- *Ears and head up* – strong sign they are interested in you or could be a sign of curious behavior. Not necessarily predatory. Look for other signs.

Reacting to Encounters

If a bear IS NOT aware of your presence, slowly move away from the area trying not to draw attention to yourself.

If you are in a situation where you need to detour around the bear, try to stay upwind so that it knows where you are, give it lots of space, and move in a calm, obvious (but non-threatening) manner. Never move towards the bear, put it into a position where it may feel trapped or cornered, or make direct eye contact.

If a bear IS aware of your presence, stay calm. Speak to the bear calmly to let them know you are human and not prey. Back away calmly, never run! Group together to show you are not an easy target, but don't appear threatening. Do not drop your backpack as it can provide protection.

Defensive encounter

- **Do not run!** Stay calm and do not make any sudden movements. Don't appear threatening to the bear.
- Speak to the bear in a low and soft voice to let them know you are not a prey animal.
- If in a group, keep together.
- Use bear spray if the bear is in close proximity
- If the bear approaches, stand your ground. It may bluff-charge. **IF THE BEAR MAKES CONTACT, PLAY DEAD!**
- Lay on your stomach with your legs spread apart so the bear can not easily flip you.
- Hold your hands behind your neck to protect your head.
- When the bear stops the attack, stay still until they have left the area.
- Most defensive attacks last ~2 minutes. If the bear continues to attack, the attack has most likely become predatory. **FIGHT BACK!**

Predatory encounter

- **Do not run!** Stay calm and don't make sudden movements.
- Make yourself look big and shout at the bear to remind it that you are not easy prey.
- If the bear is at a respectable distance, use your air horn. Use bear spray if in close proximity.
- Use rocks and sticks as weapons, aiming for the face, nose and eyes.

After an Attack

If a bear ends its attack, be patient, wait for at least a few minutes. Determine whether or not the bear is still in the area. If you believe that the bear has left, try to leave the area.

Need more information?

Visit [Parks Canada](#)

Date last revised: November 23, 2022

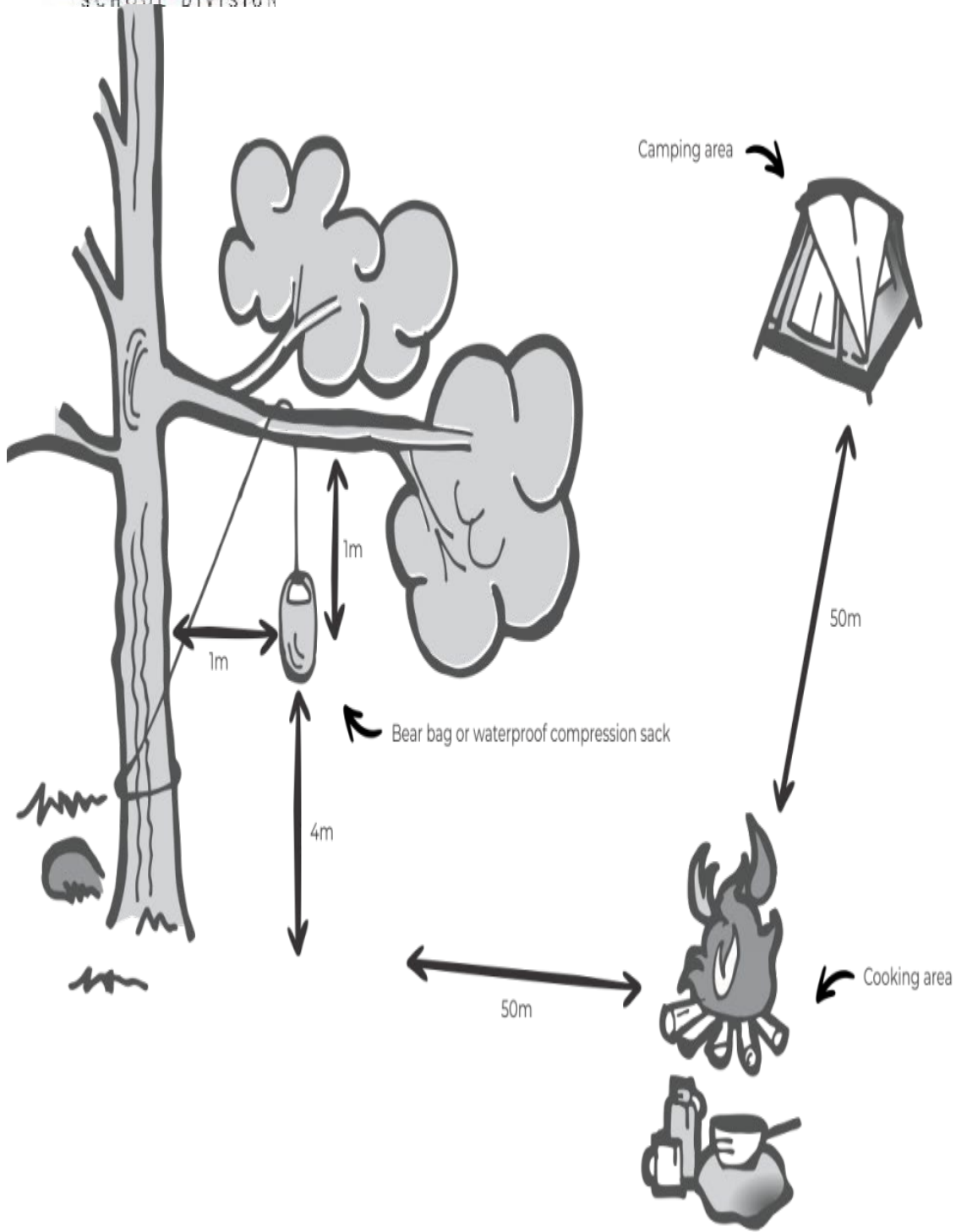
Campsite Management

4-1-1 Rule

Bear bags / canisters, or waterproof compression sacs should be used to store food, cosmetics and other scented attractants in a designated area away from your camp. The container should be suspended from a tree or designated platform at least 4 m off the ground, at least 1 m below the suspension point, and at least 1 m away from the tree trunk or vertical support.

50/50 Rule

Your sleeping area and your food storage area should each be at least 50 m away from your camp kitchen or designated cooking area.



Cougars

While cougars are generally shy and elusive animals that rarely attack humans, a hungry cougar may encounter people during its search for food. Cougars are most active in the hours between dusk until day. Cougars primarily prey on deer, but will also feed on elk, rabbits, beaver, grouse, and occasionally livestock and household pets.



If a cougar is encountered it will likely run away, however the following steps should be taken in the events that an encounter does occur:

- Never approach a cougar. Although cougars will normally avoid a confrontation, all cougars are unpredictable. Cougars feeding on a kill may be dangerous.
- Do not run from a cougar. Try to back away slowly. Sudden movement or flight may trigger an instinctive attack.
- Do not turn your back on the cougar. Face it and remain upright.
- Always watch the cougar and know where it is.
- Give the cougar room to escape.
- Stay calm. Talk to the cougar in a confident voice.
- Do all you can to enlarge your image. Don't crouch down or try to hide. Raise your arms to look bigger. Raise your backpack over your head. Pick up sticks or branches and wave them about.
- Act aggressively, and if possible, throw rocks or sticks at the cougar. You want to convince it that you are a threat and not prey. If it focuses its attention on you talk in a loud strong voice, never scream or talk in a high pitch voice.
- If a cougar attacks, fight back! Many people have survived cougar attacks by fighting back with anything, including rocks, sticks, bare fists and fishing poles.
- Report it to the Ministry of Environment.
- Pick all children up off the ground immediately. Children are frightened easily, and their rapid movements may provoke an attack.

Habitat Preference

Summer observations are scanty, but as the snow recedes cougars probably spread out from the lower slopes and valley bottoms to inhabit virtually all elevations within their general distributional boundaries. In Saskatchewan, cougar sightings are more common in valley and coulee complexes, but they are also found elsewhere.

Voice

Cougars produce a wide variety of sounds, the most striking of which is a piercing, drawn-out scream. Observations on captive cats indicate that only the females scream, and such behaviour is particularly prevalent during the mating period. Those who have been fortunate enough to hear this scream in the wild describe it variously as nerve-wracking, demonic, terror-striking, a trilling wail and thrillingly impressive. Unfortunately, this distinctive cry is heard by very few people who spend time outdoors. Cougars also produce a distinctive chuckle as well as many of the house cat sounds; mews, hisses, spits and growls, while males and kittens frequently emit a whistle-like sound. This whistle is used by the kittens to attract the mother.

Tracks

Cougars have four toes with three distinct lobes present at the base of the pad. Claws are retractable, so they usually do not leave imprints. Generally, cougars are solitary. If tracks show two or more cougars traveling together, it probably indicates a female with kittens.

Moose

- Never feed a moose. It is dangerous.
- Never get between a cow and a calf.
- Don't walk toward a moose if you can avoid it; try to remain at least 15 meters away.
- Never throw anything, including snowballs, at a moose.
- Avoid moose that are in a fenced area or between houses; they may feel cornered.
- Try to get behind a tree if a moose charges. You can run around the tree better than it can.



- If a moose attacks you, get down on the ground, cover your head as well as you can, and stay very still. Don't wave your arms after you are on the ground.
- If a moose charges, another option is to raise your hands over your head and spread out your fingers. Hold your arms still, don't wave them. Sometimes the moose will think that you are another animal bigger than he is.
- Remember – if you see a moose with its ears laid back and/or the hair on its hump stands up, it's angry or afraid and may charge.
- If you see someone about to be charged by a moose, making a loud noise or honking might distract the animal long enough for the victim to take evasive action. Don't run up to the moose.
- Remember moose kick with their front feet as well as their hind feet.

Snakes

When hiking, stick to well-used trails and wear over-the-ankle boots and loose-fitting long pants.

Do not step or put your hands where you cannot see and avoid wandering around in the dark. Step on logs and rocks, never over them, and be especially careful when climbing rocks or gathering firewood. Avoid walking through dense brush or willow thickets. If you are sitting on a rock for lunch, always be aware of what might be living under it, never stick your hands under a rock.

Preventing a Bite

Hands, feet and ankles are the most common sites for rattlesnake bites. Using some commonsense rules can prevent most snakebites.

- Always wear hiking boots. Never go barefoot or wear sandals when walking in the rough.
- Always stay on paths. Avoid tall grass, weeds and heavy underbrush where there may be snakes.
- Use a walking stick when hiking. If you come across a snake, it can strike the stick instead of you.
- Always look for concealed snakes before picking up rocks, sticks or firewood.
- Always check carefully around stumps or logs before sitting.
- When climbing, always look before putting your hands in a new location. Snakes are good climbers.
- Never grab "sticks" or "branches" while swimming. Rattlesnakes are excellent swimmers.
- Baby rattlesnakes are poisonous! They can and do bite. Leave them alone.
- Learn basic life-saving skills.
- Don't handle a fresh-killed snake. You can still be bitten.
- Never tease a snake to see how far it can strike. You can be several feet from the snake and still be within striking distance.
- Always show the snake respect and leave it alone. Always give the snake the right of way.

If Bitten

Though uncommon, rattlesnake bites do occur. The first thing to do if bitten is to stay calm. Generally, the most serious effect of a rattlesnake bite on an adult is local tissue damage which needs to be treated. Children, because they are smaller, are in more danger if they are bitten. Get to a doctor as soon as possible but stay calm. Frenetic, high-speed driving places the victim at greater risk of an accident and increases heart rate. If the doctor is more than 30 minutes away, elevate the bite and then try to get to the doctor as quickly as possible.

If you are less than one hour from the nearest emergency room, initial treatment is relatively simple:

- Try to calm the victim.
- Gently wash the area with soap and water.
- Apply a cold, wet cloth over the bite.
- Transport to the nearest emergency facility for further treatment.



- Circling the wound with a marker at the time of bite and then circle the spread of infection every hour or half hour.
- Hold the bite below heart level to slow the spread of the venom.
- If possible, carry the person bitten.

NEVER:

- Apply a tourniquet.:
- Pack the bite area in ice.
- Cut the wound with a knife or razor.
- Use your mouth to suck out the venom.
- Drink alcohol.
- Apply electric shock.

A rattlesnake may strike without injecting venom, inflicting what is called a “dry bite.” Even though the victim is not poisoned, the painful bite can still become infected. All rattlesnake bites require medical attention in an emergency room.

If a rattlesnake injects venom into the wound, a variety of symptoms may develop: swelling, pain, bleeding at the site, nausea, vomiting, sweating, chills, dizziness, weakness, numbness or tingling of the mouth or tongue, and changes in the heart rate and blood pressure. Other symptoms can include excessive salivation, thirst, swollen eyelids, blurred vision, muscle spasms and unconsciousness. Rattlesnake venom also interferes with the ability of the blood to clot properly.



EMERGENCY ACTION PLAN – APPENDIX

Given that there is an element of risk in all physical activities, an encounter with an injury is very possible. Recognizing this fact, it is necessary to establish a plan of action for dealing with an injury when it occurs. The key to the Emergency Action Plan is getting professional care to the injured student as quickly as possible and managing the situation until medical personnel arrive.

You should know the following information:

1. Location of and access to the first aid kit and Automated External Defibrillator (AED).
2. Location of and access to a phone.
3. Phone number of ambulance and hospital.
4. Directions, phone number and access routes to facility, e.g., gymnasium, pool, arena.
5. Directions and best access routes to hospital.
6. The whereabouts of a suitable and available means of transportation.

When an injury occurs:

- Initially, when coming in contact with the injured student, take control and assess the situation. Exercise universal precautions related to Infection Control.
- DO NOT MOVE THE INJURED STUDENT.
- IF A STUDENT CANNOT MOVE BY HIMSELF/HERSELF, DO NOT MOVE THE BODY PART FOR HIM/HER
- Instruct any bystanders to leave the injured student alone.
- Do not remove the student's equipment unless emergency treatment is required, e.g., cardiopulmonary resuscitation (CPR) or artificial respiration (AR).
- Assess the injury. Evaluate the severity of the injury and decide if further assistance is required.
- If an ambulance is not needed, decide what action is to be taken to remove the injured student from the playing surface.

If an ambulance is required:

- Request assistance from another person.
- Have this person call an ambulance with the following information:
 - the nature of the emergency
 - precise location, including address and access routes, e.g., closest cross streets
 - the phone number of your location
 - Report back to confirm that the call has been made and give estimated time of ambulance arrival
 - Have one person go to the access entrance and wait for the ambulance.
- Once the call has been placed, observe the injured student carefully for any change in condition and try to reassure the injured student until professional help arrives.
- Do not provide the injured student with food or drink, unless otherwise indicated by situation, e.g., diabetes, hypothermia, and dehydration.
- When ambulance attendants arrive, describe what happened, how it happened and what has been done. Inform them about any related medical problems or past injuries of the student, if known.
- The teacher/coach should designate an adult to accompany the injured student to the hospital to help reassure him/her and provide the relevant medical history and injury circumstances to the physician.
- The parent/guardian of the injured student must be contacted as soon as possible after the injury.
- Complete an accident/incident report and file with appropriate board official and school administrator.
- Establish emergency communication procedures for off-site or after school outdoors activities, e.g., cellular phone.

Note: each first aid kit should have an Emergency Protocol Card.

©) CC-BY 2.0 CA, 2019 - Injury Prevention Centre, University of Alberta REV. 11-19

Useful Websites/Apps



- [AdventureSmart](#) (includes a Trip Plan app available through Google Play or the App Store)
- [Cardiac Crash](#)
 - Chantal (grades 7-12)
 - Monica (adults)
 - Contact: cardiaccrash@heartandstroke.ca
- Concussion Awareness and Prevention
 - [CATT Online](#)
 - [Making Head Way: Concussion eLearning Series](#)
- [Community Fire Bans](#)
- [Environment Canada - Saskatchewan Weather and Locations](#)
- [Saskatchewan Highway Hotline](#) (also available as an app through Google Play or the App Store)
- [SaskOutdoors](#)