

# Safety Guidelines

## for Physical Activity in Alberta Schools





# Acknowledgments

This document is produced by the Alberta Centre for Injury Control & Research (ACICR) with the assistance of Alberta Education, Alberta Health and Wellness, Alberta Schools' Athletic Association (ASAA), Alberta Tourism, Parks and Recreation, the Health & Physical Education Council of the Alberta Teachers' Association, Schools Come Alive (a special project of HPEC), and the Sport Medicine Council of Alberta (SMCA). Thank you to the guidelines advisory committee for their dedication and hard work. Their considerable effort reflects a sincere concern for student safety in physical education. A special thank you to Cheryl Shinkaruk of Edmonton Catholic Schools and Don Zabloski of Edmonton Public Schools for their hard work on collecting updated information and editing the document. It could not have been done without you.

Thank you also to the many school administrators, health professionals, provincial sport and recreation associations, community members and teachers who have contributed to and supported this initiative.

We wish to acknowledge partner organizations who have helped with previous editions of the guidelines. Thanks to Alberta Coalition for School Health (ACSH) and KIDSAFE Connection – Stollery Children's Hospital. Thank you to the Ontario Physical and Health Education Association (OPHEA) for allowing us to adapt and modify their document: Physical Education: Ontario Safety Guidelines, Elementary and Secondary Curricular Guidelines, 1997.

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***Funding for this project was provided by the Alberta Lottery Fund.***

Revised edition © 2008

ISBN 978-0-9688631-6-9

## Disclaimer

These guidelines have been developed to assist school authorities in their formulation of site-specific safety guidelines for physical activity in Alberta schools. Implementation of safety guidelines should in all cases be preceded by a close review of these guidelines and appropriate modification on the part of each school authority in order to meet the specific requirements and circumstances of their respective school programs.

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## Introduction

### Intent of the Guidelines

The intent of the *Safety Guidelines for Physical Activity in Alberta Schools* is two-fold:

1. to focus teacher attention on safe instructional practices in order to minimize inherent risk and
2. to encourage school authorities\* to develop policies, and schools to develop plans and procedures, for the safety and security of their students.

One purpose of this guide is to provide teachers\*\* with safety guidelines related to physical activity. Many of these activities may occur in the physical education program, the daily physical activity initiative, intramural activities and recess or lunch breaks.

These guidelines have also been developed to assist school authorities in their formulation of site-specific safety guidelines for physical activity in Alberta schools. Implementation of safety guidelines should in all cases be preceded by a close review of these guidelines and appropriate modification on the part of each school authority in order to meet the specific requirements and circumstances of their respective school program.

The recommendations put forth here should be considered within the overall context of the school authority's responsibilities for providing a safe, clean and healthy physical environment for students.

### 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.

### 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 and the daily physical activity initiative, teachers may select activities that they consider most appropriate. No single activity is compulsory or required in schools.

*\*School authorities refers to school boards or accredited-funded private schools, charter schools and private Early Childhood Services operators.*

*\*\*In this document teachers also refers to non-teaching or paraprofessional staff who may be conducting physical activities with the students and children in ECS Programs.*

**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 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.

**Application of Guidelines to Alternative Activities**

These guidelines have been developed for teachers to use in activity room situations. The intent and scope may be applied to alternative activity times, such as the daily physical activity initiative, 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. Refer to the *Safety Guidelines for Secondary Interschool Athletics in Alberta* for information regarding interschool competition.

**Types of Policies Recommended for School Authorities**

School authorities should have policies in place to address student safety in the following areas as these policies can impact on the delivery of physical activities:

- Fire drills
- Bomb threats
- Inclement weather
- The storage of and occasional or regular administration of medication or prescription/non-prescription drugs for illness or chronic conditions
- Medical treatment of the medically fragile
- Emergency medical treatment of students
- Student conduct on school buses
- School bus safety precautions
- Field trips
- Transportation in private vehicles
- Use of 16-seat vans for transportation
- Supervision of students during school activities, extracurricular activities, during recesses and school authorized transportation
- Maintenance of school buildings and grounds
- Community use of school facilities--so that hazards are not left after facility use
- Emergency measures and equipment
- Student conduct
- Student dress, especially for dangerous activities, such as working in laboratories and with machinery
- Off-site education programs
- Inspection policies for equipment.



**Communication of Expectations**

Current policies regarding safety guidelines for physical activity in Alberta schools should be reviewed by boards of trustees, superintendents, district 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 (use Appendix C).
- Adequate and appropriate supervision is provided.
- Inspection procedures and schedules are developed for all physical activity facilities, including playing surfaces, playgrounds and major equipment (use Appendices G, H, I and K).
- Schools have procedures in place to address emergency medical needs of students (use Appendices D and E).
- The onus is on parents to provide designated school personnel with adequate information about the special medical needs of their children (use Appendices A and B).
- 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.

**Determining Legal Liability**

Anyone who participates in physical activity is exposed to some risk of injury. From a legal liability perspective, in order for a person to be found negligent or legally liable for injury to another, the following elements must be present:

1. A duty of care must be owed – in the case of teachers and students, this duty is presumed to exist because teachers are entrusted with the care of students.
2. The duty must be breached – the duty of care owed by a teacher to a student is breached if the teacher does not provide a standard of care that a reasonable person would expect under the circumstances to protect a student from injury. Teachers are expected to use the same amount of caution that a careful or prudent parent would display in the care of their own children. This is an objective standard of care against which a teacher's conduct will be measured.
3. There must be damages/injury resulting from the breach of duty – a teacher will not be found negligent unless it is established that:
  - a) There are damages which, in law, includes both physical injury and economic loss,
  - b) The factual cause of the damages was failure on the part of the teacher to provide the standard of care that a reasonable person would expect under the circumstances, and
  - c) The damages were reasonably foreseeable.

**Avoiding Unreasonable Risk and Legal Liability**

To ensure they are not exposing students to unreasonable risk of injury, and themselves to legal liability for negligence, teachers should be able to respond positively to the following questions. If teachers can say that they are taking the following precautions, they will be providing the standard of care owed to their students to protect them from unreasonable risk of injury, and accordingly, it is unlikely they will be found negligent for failing to provide reasonable care.

- 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?

**Injury Incident Procedures**

- All school authorities should have a policy outlining procedures in case of an accident, injury or incident. Each school administrator should have:
  - A set of written school safety rules.
  - A first aid kit accessible to all staff and volunteers. This should be fully stocked and checked on a regular basis (use Appendix C).
  - Forms to be used by teachers when reporting an injury (use Appendix J).
  - Emergency procedures posted in the gymnasium and by the nearest phone (use Appendix E).
- Accident/Injury/Incident Report forms may report only medically treated injuries or all accidents, near accidents and equipment problems. Forms are generally designed to collect information and facilitate the investigation of accidents or injuries.
- A well-designed and properly completed report form can be valuable in clarifying certain aspects of an accident or injury when legal liability is in question. The form can be used as evidence in the event of a lawsuit.
- Foreseeable incidents should be considered in advance, e.g., an EpiPen should be available on-site whenever a student subject to allergies is attending.
- Staff should have written instructions regarding accident, injury or incident reporting and follow-up procedures (use Appendix J).
- An emergency action plan to deal with accidents, injuries or incidents in physical education must be developed in all schools (use Appendix D as an example.)
- Current legislation in Alberta dictates that the following acts, rights and policies will be adhered to at the school level:
  - Alberta School Act
  - Human Rights, Citizenship and Multiculturalism Act
  - Emergency Medical Aid Act
  - Safety Codes Act, Fire Code Regulations
  - Occupational Health and Safety Act
  - WHMIS
  - Worker's Compensation Act (off-site education)
  - Traffic Safety Act

## INTRODUCTION

- Young Offenders Act
- Child Welfare Act
- Freedom of Information and Protection of Privacy Act (FOIPP)
- Personal Information Protection Act (PIPA)
- Personal Information Protection and Electronic Documents Act (PIPEDA)
- Alberta Bill of Rights.

### **Student Responsibility**

Students should learn to behave in ways that show respect for the safety and well-being of both themselves and others; they need to “actively participate” to benefit from instruction.

Section 12 of the Alberta School Act, Statutes of Alberta, 2000, Chapter S-3.1 as amended states that, “A student shall conduct himself so as to reasonably comply with the following code of conduct:

- a) be diligent in pursuing his studies;
- b) attend school regularly and punctually;
- c) co-operate fully with everyone authorized by the board to provide education programs and other services;
- d) comply with the rules of the school;
- e) account to his teachers for his conduct;
- f) respect the rights of others.”

### **Inappropriate Behaviour**

The use of alcohol and the non-medical use of drugs must be viewed as safety hazards and are forbidden at all times. This prohibition extends to all school activities whether they take place inside the school or off school property.

## **Physical Activity Programs in Alberta Schools**

### **K-12 Physical Education Programs in Alberta Schools**

Alberta Education Kindergarten to Grade 12 Physical Education Program of Studies (2000) pages 2-3 states that:

“Students will meet the aim of the physical education program and lead an active, healthy lifestyle if they have developed a desire to participate continually in physical activity and experience programs that address the prescribed outcomes. This can only be achieved in activity rooms where students are emotionally and physically safe, the climate is positive and a variety of skill-building experiences are provided that are socially, emotionally, intellectually and physically developmentally appropriate.”

The physical education program identifies four general student learning outcomes (see Appendix F). Whatever general outcome is being addressed, or whatever activity is being offered, the safety of students must be ensured in all aspects of program delivery as is evident from the statement above found in the program of studies.

School authorities and their staff will make decisions about what activities to present so students can achieve the outcomes. The curriculum does not prescribe what specific activities should be offered. It does, however, prescribe that a variety of experiences in the following dimensions be offered:

- Alternative environments
- Types of gymnastics
- Dance
- Games
- Individual activities.

Any activity that teachers choose to provide will be the “vehicle” through which the outcomes can be achieved. Choosing activities should be based on teacher expertise, student needs and school resources. The curriculum also states that activities chosen should be suitable for the developmental readiness of children, i.e., emotionally, socially, physically and intellectually. The activities identified in this guide could provide a variety of experiences for children.

#### **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 (see Appendix F). 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.

## **The Daily Physical Activity Initiative**

The goal of Daily Physical Activity (DPA) is to increase students' physical activity levels. DPA is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle. *Daily Physical Activity: A Handbook for Grades 1–9 Schools* supports the implementation of DPA.

### **Alberta Education's Daily Physical Activity (DPA) Policy Statement**

*School authorities shall ensure that all students in Grades 1 to 9 are physically active for a minimum of 30 minutes daily through activities that are organized by the school.*

### **Guiding Principles**

Schools have the responsibility for creating and nurturing a learning environment for students that supports the development of the lifelong habit for daily physical activity and for healthy lifestyles.

Daily physical activities should:

- vary in form and intensity
- take into account each student's ability
- consider resources available within the school and the larger community
- allow for student choice.

### **Procedures**

1. School authorities have the flexibility to use instructional and/or noninstructional hours to implement DPA.
  - a) Physical education classes are an appropriate strategy to meet the DPA requirement.
  - b) DPA should be offered in as large a block of time as possible but can be offered in time segments adding up to the minimum 30 minutes per day; e.g., two fifteen minute blocks of time for a total of 30 minutes.
  - c) DPA can be incorporated throughout the day and integrated into other subject areas.
2. School authorities will monitor the implementation of DPA to ensure that all students are active for a minimum of 30 minutes daily.
3. Exemptions from DPA may be granted by the principal under the following conditions:
  - a) religious beliefs—upon written statement from the parent to the principal
  - b) medical reasons—certification to principal by a medical practitioner indicating in which activities the student is not able to participate.

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## **Considerations for Early Childhood Services (ECS) Programs**

- When considering physical activities for young children it is especially important to plan for developmentally appropriate activities, focusing in particular on the following questions:
  - Is the activity suitable for the age, and mental and physical abilities of the children? (developmental readiness of the children for the proposed activity)
  - Do we have adequate supervision and appropriate equipment to ensure the safety of the children in this activity? (i.e., adult to child ratio, visual supervision, size and mass of equipment)
- Staff working with young children need to be especially sensitive to the child's level of confidence in their own ability to engage in the activity. Children who are either fearful/hesitant or over-confident pose risks to themselves and others. Staff must intervene to adapt the activity or supervision for these children to ensure their safety.
- Close supervision is essential to the safety of young children with teaching and non-teaching staff remaining vigilant in visual supervision and reasonable proximity. One adult to four children would be a minimum standard to strive for, particularly for off-site activities.
- For young children, if game situations are used, they must be simple and allow for maximum participation for all children, with little or no "wait-time". Young children need to be active and expectations to "take turns" minimized. This means that various activities may be occurring at once so children have opportunities to develop skills and remain physically engaged.
- Adults must ensure that high-paced activity is alternated with slower activities to allow recovery time.
- Constant visual supervision or on-site supervision is required when teaching ECS Program students. In-the-area supervision is not adequate. (Refer to page 11 for definitions of levels of supervision.)

### **Outdoor Supervision**

The principal is responsible for ensuring playground supervision is adequate during school hours. This may be delegated to other staff including responsible volunteers (refer to specific school board policy regarding hours of supervision). Staff should be aware that if they miss an assigned supervision, they are potentially liable due to negligent behaviour. If an accident or injury occurs when they should have been on supervision, they may be held responsible in the courts.

Those responsible should:

- Develop and discuss rules and regulations with students and post in a suitable place.
- Recognize and report potential hazards, e.g., broken glass, other litter.
- Check equipment regularly to make sure it is in good repair.

**HOW TO USE  
THIS  
DOCUMENT  
FOR  
CONDUCTING  
PHYSICAL  
ACTIVITIES**

**How to Use this Document for Conducting Physical Activities**

**Step 1** Review and consider all the policies of your school board/authority relevant to the activity you plan to conduct.

**Step 2** Review and consider Need-to-Know Info relevant for All Physical Activities (pg. 11-17).

**Step 3** Review and consider Need-to-Know Info for all specific activity categories that apply:

- Indoor Activities (pg. 19-20)
- Gymnastics Activities (pg. 21-22)
- Outdoor Activities (pg. 23-24)
- Winter Outdoor Activities (pg. 25)
- Outdoor Education Activities (pg. 27-30)
- Pool-based Activities (pg. 31-32)
- Off-site Activities (pg. 33-35).

**Step 4** Review and consider guidelines for the specific activity to be conducted. Activities are listed alphabetically.

**Step 5** Consult checklists, sample letters, resources, etc. in appendices as noted in the text.

**Access Guidelines on Website**

*Safety Guidelines for Physical Activity in Alberta Schools* is available on the ACICR website at: [www.acicr.ualberta.ca](http://www.acicr.ualberta.ca) under Documents and Reports. Users have the option of printing in a pdf format either the entire document or a specific activity along with its applicable activity category guidelines.

Updates will be posted on the website.

**Index**

The index found on page 186 may be used to more easily locate information.







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Activities  
pg. 11-17

## Compliance with Board/Authority Policies

At all times teachers and instructors must comply with the policies relating to the physical activities conducted as specified by the board/authority for which they are employed. Types of policies that a school board/authority may have but are not limited to include:

- Prohibited activities
- **NB: Some boards/authorities may prohibit activities listed in this document**
- Temperature/weather conditions and outdoor activities
- How and under what circumstances to contact parents
- Field trips and off-site activities
- Approval processes for the activity
- Approval processes for overnight trips
- Maximum number of days allowed for trips
- Transportation of students
- Transportation requirements of board/authority insurance policy
- Insurance requirements for staff or volunteers driving students
- Record keeping.

Permission from a school superintendent or designate is recommended when considering actions or activities not included in or in conflict with these guidelines.

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

## 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.

### 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.

*Continued on next page*



All Physical  
Activities  
pg. 11-17

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*: teacher is at the high jump area and is observing the specific activity.
- *Box Horse*: teacher is observing a box horse station while simultaneously observing other lower risk gymnastics stations.
- *Camping Trip*: 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. “In-the-area” 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 ECS Program students.

**Examples of “in-the-area” 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.

## **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, such as the Alberta Education authorized resources listed in the Learning Resources Centre ([www.lrc.education.gov.ab.ca](http://www.lrc.education.gov.ab.ca)).
- 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 his/her 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.

*Continued on next page*



All Physical  
Activities  
pg. 11-17

- 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 re-hydrate 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 use of the equipment and facilities is prohibited without appropriate supervision.

### **Students with Disabilities**

- Teachers should modify activities involving students with disabilities to address safety issues 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 or injury incident.
- Universal precautions (e.g., using impermeable gloves) should be followed when dealing with situations involving blood and other bodily fluids (use Appendix S).

### **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, he/she must immediately stop the activity, provide corrective instruction and warn students not to perform that activity.

*Continued on next page*



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- Plan lessons to allow for students' gradual progress and skill development; stress 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 and their children's bus drivers 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 (use Appendix A and B).
- Teachers should be vigilant to prevent one student from pressuring another into trying skills or activities for which he/she is not ready.
- When a student verbally or non-verbally 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.

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*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 as shown in Appendices G, H and I.
- 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, inline 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.

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## ALL PHYSICAL ACTIVITIES



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- Shorts or sweat pants without pockets, and T-shirts are examples of appropriate clothing.
- 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.

### *Helmets*

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

- Broomball
- Cricket
- Cycling
- Field hockey
- Ball hockey, floor hockey or gymnasium ringette
- Horseback riding
- Ice hockey
- In-line skating, 4-wheel roller-skating
- Backpacking and day hiking (in areas with falling rock)
- Canoe tripping
- Kayaking
- Rock climbing
- Ringette (ice)
- Ice skating
- Skiing (alpine), snowboarding
- Softball, T-ball
- Triathlon (cycling portion).

### *Jewelry*

- Jewelry, particularly hanging jewelry, should not be worn.
- Jewelry 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. 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 (use Appendix A).

### *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.

*Continued on next page*



*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. Use Appendix C for appropriate first aid kit contents.
- 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.

**Use of Service Providers for Instruction of Activities**

- 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.
- Teacher must 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 *Safety Guidelines for Physical Activity in Alberta Schools* document 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 of Alberta or equivalent and hold valid, current liability insurance.





## INDOOR ACTIVITIES



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## NEED-TO-KNOW INFO FOR INDOOR ACTIVITIES

In addition to the considerations for All Physical Activities, the following should be considered for indoor activities:

### 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 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.

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## INDOOR ACTIVITIES



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### **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.

## GYMNASTICS ACTIVITIES



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## NEED-TO-KNOW INFO FOR GYMNASTICS ACTIVITIES

In addition to the considerations for All Physical Activities and considerations for Indoor Activities, the following should be considered for gymnastics activities:

### Supervision of Gymnastics Activities

- Constant visual supervision is recommended for all elevated inversions, following initial skill instruction and after all safety concerns have been emphasized.
- On-site supervision is recommended for all other activities.

### Instructional Considerations for Gymnastics Activities

#### Teaching Progression

- To ensure safety in gymnastics, it is particularly important that skills be taught in proper progression.
- Activities must be based on skills that are taught.
- 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.

#### Safe Landing Techniques

- At the beginning of each unit, students should be taught proper and safe landing techniques.

#### Movements that Should Not be Attempted

- Students should not perform skills beyond their abilities.

#### Spotting and Alternatives

- Spotting, in general, is not recommended in the education setting. Teacher should ensure apparatus configuration is appropriate so skills can be done without a spotter.
- Teachers may utilize the Dominant Movement Pattern (DMP) approach in place of spotting. This involves:
  - Teaching progressive activities that lead up to skills.
  - Teaching students how to land safely from a variety of different and probable situations.
  - Ensuring landing mats and equipment are at an appropriate height for students to ensure safe activity and minimize risk of injury in landing.
- Level I Gymnastics certification in-services, workshops or courses may help teachers feel more comfortable in understanding the DMP approach.

### Equipment/Facilities for Gymnastics Activities

#### Apparatuses

- Teacher should do a safety check to ensure proper set-up prior to student use, e.g., ensure all locking mechanisms are secure.

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## GYMNASTICS ACTIVITIES



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- Springboards with flat, long take-off area should not be used as a mounting device for vaults or other apparatus.

### Clothing, Etc.

- 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 should not be permitted.

### 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.

## OUTDOOR ACTIVITIES



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### Also use



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## NEED-TO-KNOW INFO FOR OUTDOOR ACTIVITIES

In addition to the considerations for All Physical Activities, the following should be considered for Outdoor Activities:

### Instructional Considerations for Outdoor Activities

- Students and parents should be informed (by letter in Appendix A) 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 inhaler/auto-injector.

### Equipment/Facilities for Outdoor Activities

#### Inspection of All Outdoor Activity Areas

- Teacher should inspect outdoor activity area prior to use.
- 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

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## OUTDOOR ACTIVITIES



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### Fencing and Backstops (cont.)

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.

#### *Thunderstorms*

- Establish an action plan in advance for all persons involved.
- Keep an eye on the sky watching for dark, heavy clouds.
- Take precautions even if the thunderstorm is not directly overhead. Lightning may strike several kilometers from the storm.
- Safe shelter locations and means of access to them should be identified prior to commencing outdoor activity.
- One supervisor should be designated to monitor the weather and initiate the evacuation process when appropriate.
- Be alert for Environment Canada weather warnings announced on radio or television.
- When a thunderstorm approaches:
  - Take shelter immediately when you see lightning or hear thunder.
  - Find a safe place such as a substantial building or an enclosed metal vehicle to wait out a storm.
  - If in the open, stay clear of high ground and open fields, go to low-lying areas such as valleys, ditches and depressions, keeping alert for flash-floods.
  - Keep a safe distance from tall objects such as trees, hilltops, and telephone poles.
  - Cease using metals items such as golf clubs or bicycles.
  - Stay 30 m or more from metal fences.
- After the storm, wait 30 minutes before leaving shelter to resume outdoor activities.

### 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.

## WINTER OUTDOOR ACTIVITIES



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## NEED-TO-KNOW INFO FOR WINTER OUTDOOR ACTIVITIES

### Winter Outdoor Activities

In addition to the considerations for All Physical Activities and considerations for Outdoor Activities, the following should be considered for Winter Outdoor Activities:

### Instructional Considerations for Winter Outdoor Activities

- Teacher 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 inhaler/auto-injector.
- Students and parents should be informed (by letter in Appendix A) 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.
- Teacher must postpone 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.





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## NEED-TO-KNOW INFO FOR OUTDOOR EDUCATION ACTIVITIES

**Outdoor Education activities covered in these guidelines include (but are not limited to):**

- Backpacking and Day Hiking
- Camping
- Canoeing, Flatwater or Moving Water
- Canoe Tripping, Flatwater or Moving Water
- Voyageur Canoeing (Day Trips)
- Voyageur Tripping
- Kayaking, Flatwater or Moving Water
- Lake Swimming
- Rock Climbing, Rope and Fixed Face Climbs, Rappel Towers
- Sailing
- Winter Tent Camping

### Using the Guidelines for Outdoor Education Activities

Outdoor education programs by their nature take place outdoors and often include field trips away from the school site, sometimes to remote locations. As such, considerations for outdoor education activities generally combine considerations for Outdoor Education plus considerations for Off-site Activities and Outdoor Activities or Winter Outdoor Activities. To plan and implement outdoor education safely teachers should:

1. Review considerations for ALL ACTIVITIES
2. Review considerations for OUTDOOR EDUCATION ACTIVITIES
3. Review considerations for OFF-SITE ACTIVITIES
4. Review considerations for OUTDOOR or WINTER OUTDOOR ACTIVITIES, as appropriate and, if applicable, POOL-BASED ACTIVITIES
5. Review considerations for the specific Outdoor Education Activity to be conducted.

### Compliance with Board/Authority Policies

As with all physical activities, teachers must comply with policies issued by the school board/authority for which they are employed. Each school board/authority may have policies that apply to various aspects of Outdoor Education including, but not limited to:

- Approval processes for the activity
- Maximum number of days allowed for trips
- Transportation requirements of board/authority insurance policy
- Insurance requirements for staff or volunteers driving students.
- Approval of vendor where service providers will be used.

### Seeking Approval for Outdoor Education Activities

- All outdoor education activities must be approved by the principal or designate.
- A board official should sign a detailed application form for all overnight trips.
- Approval must include consideration of: itinerary, suitability of trip activities to the curriculum, travel time, safety factors, supervision arrangements, special group behavioural issues, age appropriateness.

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### Parental Consent

- Information on parent consent forms should include: itinerary including dates, routes, locations, contacts, relationship of trip activities to curriculum, supervision arrangements, cost per student, behavioural expectations, inherent risks, and where applicable, parent information meeting.

### Transportation

- For all 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.

### Medical Considerations

- For overnight trips, students should provide medical and special health information to the supervisor.
- Supervisors on trip should be aware of any students with medical conditions or dietary needs with medical implications, and any student on medication.
- Students on vital medication should 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., EpiPen. Supervisor should use discretion in determining who is responsible for medication.

### Weather Conditions

- Supervisors should monitor weather conditions and postpone or modify the trip to ensure safety of all individuals.

### Emergency Preparedness

- Prior to the trip, teacher(s) should plan how they will access emergency medical care.
- At least one teacher/supervisor should have a minimum level of first aid training or wilderness first aid certification.
- For the purpose of providing first aid coverage at least one supervisor should have:
  1. National Lifeguard Service (N.L.S.) Lifeguard Certificate for swimming or appropriate watersport certification (e.g., Swiftwater Rescue ) if activities include on/in-water experience.
  2. Current First Aid Qualifications  
Wilderness First Aid Certificate, or  
St. John Ambulance Emergency First Aid Certificate, or  
Canadian Red Cross Emergency First Aid, or  
Lifesaving Society Aquatic Emergency Care Certificate, or  
Canadian Ski Patrol First Aid Certificate, or  
Sport Medicine Certification, or  
Registered Nurse, Doctor, Emergency Medical Technician (EMT) or  
Emergency Medical Responder (EMR).

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- For trips in a wilderness setting (greater than 2 hours from secondary aid) all groups must have a first aider trained at an advanced level. This first aider should be trained in the use of an EpiPen and have one in the first-aid kit available for use.
- Guidelines for appropriate level of first aid recommended:  
*For activities occurring within 20 minutes of medical assistance:*
  - Standard first aid*For activities occurring beyond 20 minutes but not more than 2 (two) hours from medical assistance:*
  - 40 hour wilderness first aid*For activities occurring in remote locations where EMS response time is greater than 2 (two) hours:*
  - Minimum of 80 hour advanced wilderness first aid or EMR.
- First aid kit including an emergency blanket or tarp should be stocked and accessible (use Appendix C for list of contents).
- 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 device for emergency purposes should be accessible at base camp. Supervisors on trip should have a list of parent contact/emergency contact numbers. Be cognizant that cell phones, GPS and other electronic positioning systems do not operate in all regions. Consider renting a satellite phone for use on trip.

### Drinking Water

- In situations where sufficient drinking water cannot be taken on the trip, arrangements should 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 or a water purification unit should be used.

### Supervision for Outdoor Education Activities

- Students should be instructed to maintain visual contact with someone else in the group at all times.
- Teacher should establish a process for accounting for students at regular intervals throughout the day.
- Teacher/instructor and in-charge person should be informed of students with medical problems that may affect their safety in the water.

### Instructional Considerations for Outdoor Education Activities

- Prior to giving students access to deep water (above chest height) for swimming or other activities in which a PFD will not be worn 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 (use Appendix P).

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## Equipment/Facilities

- Teacher should provide students with a list of recommended clothing and personal items suitable for the specific activity.
- Teacher should ensure the following items are brought:
  - Flashlight and batteries
  - Water bottle(s) for each student
  - Whistle or other signaling device for each person
  - Any necessary medication
  - First aid kit (with emergency blanket or tarp and moleskin)
  - Cell phone, satellite phone or two-way radio(s). (Remember, cell phones do not work in all remote locations.)
  - Nutritious food which does not require preparation, and adequate and safe water
  - Repair kit
  - Appropriate knife
  - 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
  - Matches in waterproof containers should be kept in at least two places.
  - Clothing in layers suitable for season, and warm headgear when necessary
  - Rain gear
  - Sleeping bag(s) inside waterproof bag
  - Thermo-rest or insulating pad.

## POOL-BASED ACTIVITIES



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## NEED-TO-KNOW INFO FOR POOL-BASED ACTIVITIES

### Pool-based Activities

In addition to the considerations for All Physical Activities, the following should be considered for Pool-based Activities:

### Supervision for Pool-based Activities

- Constant visual supervision during the entire activity by a certified NLS lifeguard is recommended.
- The designated lifeguard must be familiar with the procedures of the facility being used.
- Teachers should accompany students and be on deck during activity.
- Teacher should discuss with the lifeguard what the teacher's role is during an emergency.
- Students must ask permission to leave pool or change room areas.
- Student to lifeguard ratio is specific to each facility. This ratio is based on the Lifesaving Society - Public Aquatic Facility Safety Standards. Consult with facility to determine their requirements.
- Change rooms should be closely and frequently monitored.
- Municipal/local pool use guidelines should be followed.
- When using pools or other water with no lifeguard for recreational swimming (e.g., hotel pools during a ski trip or lake during outdoor education trips) swimming should be done only during designated times with adequate adult supervision.

### Instructional Considerations for Pool-based Activities

- Prior to giving students access to deep water (above chest height) for swimming or other activities in which a PFD will not be worn, 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 (use Appendix P).
- A properly fitting lifejacket/PFD should be used to support weak or non-swimmers in water deeper than chest height.
- Initial screening/testing should be done in the shallow end.
- Parents/guardians must be informed when students go off school board property to a pool.
- Teacher/instructor and in-charge person on deck should be informed of students with medical problems that may affect their safety in the water.
- Emergency procedures should be outlined to students prior to entering the water.
- Showers should be taken before entering the pool.
- Students with infected cuts or sores should not be in the pool.
- Rules of municipal/local pool must be adhered to and students should be informed of, and adhere to, rules such as:
  - No running or pushing on deck
  - No gum chewing
  - No food in pool area

*Continued on next page*

## POOL-BASED ACTIVITIES



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### Also use



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- Stay clear of diving area
- No horseplay
- No diving off deck into shallow end
- No outside shoes on deck
- Entry into water less than 2.5 m deep must be foot-first.

These rules will change from facility to facility.

### Equipment/Facilities for Pool-based Activities

- School or community pools should be used. Backyard pools must not be used.
- If using a lake site, refer to Lake Swimming in the Outdoor Education section.
- Pool deck should be kept clear of obstacles and cleared of excess water.
- When using an outdoor pool, weather conditions must be stable and free of threat of thunderstorms.
- Electrical equipment should be properly grounded (GFI).
- Standard safety equipment should be used, as stated in pool regulations, e.g., ring buoys, reaching poles, and spinal boards.
- Bathing suits should be worn for swimming.

## OFF-SITE ACTIVITIES



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Also use



All Physical  
Activities  
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## NEED-TO-KNOW INFO FOR OFF-SITE ACTIVITIES

### Off-site Activities

In addition to the considerations for All Physical Activities and all other relevant sections, the following should be considered for Off-site Activities:

### Supervision for Off-site Activities

#### Presence of Teacher

- Teacher 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.
- Teacher 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.
- Teacher 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 (see Appendix D).
- Teacher should have access to a phone and know the facility address in case of emergency.
- Emergency communication system should be in place when at remote sites.
- Vehicle 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 (use Appendix A).
- 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.

*Continued on next page*

## OFF-SITE ACTIVITIES



Off-site Activities  
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### Also use



All Physical  
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- A signed parent/guardian acknowledgment/permission form must be received from each participant. 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**

- 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 use of 16-seat vans for 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 \$1 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 vehicle.

*Continued on next page*



## OFF-SITE ACTIVITIES



Off-site Activities  
pg. 33-35

### Also use



All Physical  
Activities  
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### *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 (Appendix L).

## **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.



**Activities**

The following section provides specific guidelines related to a wide variety of activities. Teachers are not expected to deliver all of these activities, nor is it implied that this is an exhaustive list. In addressing the student learning outcomes of the prescribed curriculum or initiatives, teachers may select activities that they consider most appropriate. Activity selection should be based on teacher expertise, students' developmental needs, and school resources. Approval from the appropriate school authority official should be received if a teacher wishes to include activities differing from those listed within this document. As part of this process, the teacher should demonstrate that all appropriate precautions will be taken in the interest of student safety. As well, teachers should be aware of specific school authority safety guidelines and unauthorized activities or cautions that may exist and are different from these guidelines.

## AQUATICS



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Outdoor Activities  
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## Aquatics

### *Suitable for ECS Programs & Grades K-12*

The following sections must also be consulted:

All Physical Activities and Pool-based Activities and, if applicable, Off-site Activities.

### Supervision

- Constant visual supervision by a certified NLS Lifeguard is required.
- On-site supervision by teacher is recommended after all safety concerns have been emphasized.
- Suggested ratio of instructors to students is:
  - 1:5 ratio (ECS to Grade 3)
  - 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.

### Instructional Considerations

- 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 50 m (use Appendix P).
- 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 we are maintained.

### Equipment/Facilities

- Appropriate swimwear or bathing suits should be worn.
- For lake swimming, see Outdoor Education section.

## ARCHERY



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## Archery

### *Suitable for Grades 4-12*

The following sections must also be consulted:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

### **Supervision**

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

### **Instructional Considerations**

- Appropriate shooting line should be established based on the skill level of the students.
- Students, including those not involved in shooting, must stay behind the shooting line while archers are shooting.
- Teacher should establish a “start” and “stop” shooting and retrieving procedure.
- Students must receive instruction on safety procedures, shooting techniques, care and use of equipment and how to safely remove an arrow from a target butt.
- Loaded/unloaded bows must never be pointed at anyone.
- Bows must only be loaded on the shooting line after the signal to “start” has been given.
- A properly installed safety net should be used for indoor shooting.
- Shooting area should be well-marked and controlled for both indoor and outdoor shooting.

### **Equipment/Facilities**

- Arm guards and finger tabs should be made available to students.
- Bow length and weight should correspond to the height and strength of the student.
- Students should use appropriate length target arrows and appropriate targets.
- Entrance/exit to the facility should be controlled and warning signs posted.
- Targets should be placed away from the entrance/exit to avoid unintentional access to shooting area.
- Arrows should be inspected after each round to ensure no damage has occurred.

**BASKETBALL**

**BENCHBALL**

**ENDBALL**



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Outdoor Activities  
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Off-site Activities  
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## **Basketball • Benchball • Endball**

*Suitable for ECS Programs & Grades K-12*

The following sections must also be consulted:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

### **Supervision**

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

### **Instructional Considerations**

- If gymnasium does not facilitate safe cross-court play (e.g., doors and radiators under side baskets or wall close to the baseline) modify rules appropriately, e.g., no lay-ups.

### **Equipment/Facilities**

- In situations where student's follow-through could result in contact with an end wall and/or stage, protective padding or gymnasium mats should be placed beyond the 'key' area and should extend a minimum of 1.83 m (6') up the wall from the top of the baseboard (maximum 10 cm (4") from the floor) and be a minimum of 4.88 m (16') wide.
- Winch for moving backboards up and down should not be located directly under the supporting wall mounted structure.
- For ECS Program students, use child-height baskets or no baskets at all.

## BENCH AND CHAIR ACTIVITIES



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Outdoor Activities  
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Off-site Activities  
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## Bench and Chair Activities

### *Suitable for Grades K-12*

The following sections must also be consulted:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

### Supervision

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

### Instructional Considerations

- Teacher should instruct students to jump up from chair/bench and land close so that chair/bench does not move.
- Teacher should instruct students not to jump from seat over back of chair.

### Equipment/Facilities

- Caution should be exercised in the selection of appropriate chairs that provide good traction between legs or frames and the ground/gymnasium floor. Damaged 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.
- Bench tops must be secured to all supports.
- Teacher should ensure that there is enough space around chairs/benches for safe use.
- Landing area should be a safe distance away from walls and other equipment.

## BOWLING



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Activities  
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## Bowling

*5 pin suitable for ECS Programs & Grades K-6*

*5 or 10 pin suitable for Grades 7-12*

The following sections must also be consulted:

All Physical Activities, Indoor Activities and Off-site Activities.

### Supervision

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

### Instructional Considerations

- Rules and etiquette should be followed as outlined by the facility.



## BROOMBALL



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## Broomball

*Suitable for Grades 4-12*

The following sections must also be consulted:

All Physical Activities and Outdoor Activities and Winter Outdoor Activities and, if applicable, Off-site Activities.

### Supervision

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

### Instructional Considerations

- If playing on ice, CSA approved hockey helmets must be worn.
- May also be played on tarmac.
- Sticks should remain below waist at all times.
- Crease should extend 2 m from the goal line. No other player or their brooms other than the goalie and the goalie's broom should be allowed in the crease.
- Only non-contact broomball should be allowed.

### Equipment/Facilities

- Check sticks for cracks and splinters.

## CRICKET

### CRICKET VARIATIONS



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## Cricket • Cricket Variations

*Cricket suitable for Grades 7-12*

*Cricket Variations (e.g., Kanga Cricket, Cricket Wicket, Continuous Cricket, Wood Cricket) suitable for Grades K-12*

The following sections must also be consulted:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

### Supervision

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

### Instructional Considerations

- Throwing bouncers and ‘bean balls’ must be discouraged.
- A designated area should be established for non-active players at a safe distance behind the batter.
- The bowler, standing behind a designated line, should underhand lob or roll the ball (Grades 1-6) at the batter’s wicket. Straight-arm overhand throws could be used at the secondary level.
- The wicketkeeper should stand a safe distance behind a batter.

### Equipment/Facilities

- Official Kanga Ball set or equipment modifications; e.g.:
  - Tennis balls, plastic balls, whiffle balls or “soft” balls may be used for indoor cricket.
  - Paddle bats/plastic bats.
  - Pylons for wicket.
- 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.

## CROSS-COUNTRY SKIING



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## Cross-Country Skiing

### *Suitable for ECS Program & Grades K-12*

The following sections must also be consulted:

All Physical Activities and Outdoor Activities and Winter Outdoor Activities and, if applicable, Off-site Activities.

### Supervision

#### Field Trips to Designated Cross-Country

- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
  - Instructors/leaders should possess a CANSI 1 or Community Coaching certification in Cross-Country Skiing or equivalent.
  - Suggested guidelines for qualified instructor to student ratio for day cross-country trips to commercial sites:
    - 1:8 ratio (ECS Programs)
    - 1:12 ratio (Grades 4-12)
- Please note: An additional equivalent ratio of participating adult:student ratio is recommended.
- When touring, sweep and leader roles should be established.

### Instructional Considerations

- Teachers should caution students about use of poles, especially when working close to others.
- Teachers should encourage use of a buddy system.
- When learning games or motion on skis, poles should not be used.

### Equipment/Facilities

- Unless guided by qualified back-country guides, cross-country programs should occur only at designated cross-country areas or in schoolyards.
- Snow conditions and weather conditions such as sun, wind and temperature must be checked before proceeding with a cross-country program. When conditions are rated as “poor” or temperatures are extreme (below -20°C including windchill), teachers should refrain from taking students cross-country skiing.
- Students must be taught basic cross-country skills before touring.
- Teachers should familiarize students with the route and boundaries before allowing students to tour. All touring must be led by qualified supervisors.
- Equipment should be checked to ensure proper fitting of boots, proper sizing of skis and poles and suitability of equipment for the activity (wax vs. no-wax). Instructors should instruct students on securing boots in bindings and ensure they are properly secured.
- Skiing and snowshoeing should be restricted to non-avalanche terrain. A certified guide should be employed where avalanche terrain exists, but risk is minimal.

## CURLING (ON ICE)



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Winter Activities  
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## Curling (on ice)

*Suitable for Grades 4-12*

The following sections must also be consulted:

All Physical Activities and, if applicable, Outdoor Activities and Winter Outdoor Activities and Off-site Activities.

### Supervision

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

### Instructional Considerations

- Off-ice instruction, including safety rules, should precede on-ice instruction.
- All curlers should observe rules of etiquette.
- Students should be instructed to not step over curling rocks, but to walk around them.
- Students should be instructed to step onto ice leading with gripper foot.
- Appropriate stretching exercises should be taught prior to participation.

### Equipment/Facilities

- Curling rink should be used.
- For younger curlers, use of junior rocks is encouraged.
- Appropriate footwear includes curling shoes, sliders or running shoes with the sliding shoe taped.

## CYCLING



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Outdoor Activities  
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## Cycling

### *Suitable for ECS Programs & Grades K-12*

The following sections must also be consulted:

All Physical Activities, Outdoor Activities and, if applicable, Off-site Activities.

### Supervision

- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- 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.
- Leaders/Supervisors should have background skills and knowledge in cycling skill development and bike repair.
- Suggested ratio of supervisors to students is:
  - 1:8 ratio (ECS to Grade 3)
  - 1:15 ratio (Grades 4-12)

### Instructional Considerations

- Correct positioning on bicycle should be taught.
- Rules outlined in current provincial legislation must be reviewed and followed.
- An initial riding pretest, with safety emphasized, should be passed before leaving school property.
- A record of students and the route should be left in the school with an appropriate person.
- Students should walk bicycles across busy intersections.
- Teachers should use a buddy system when appropriate.
- Students must not wear audio devices with earphones.
- Racing should not be done as an in-class activity.
- 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, announce your intention to pass by saying “passing on your left,” when to use their bell to warn others.
- Students should be informed of how and when to shift gears and cope with hills.
- Cycling for ECS Programs and Grades K-2 should be on-site only.

### Equipment/Facilities

- Students should do a safety inspection of bicycle before each use.
- Correctly fitting approved bicycle helmets must be worn, i.e., CSA, Snell, or CPSC. It is the law in Alberta that all bicyclists under the age of 18 wear an approved bicycle helmet.
- Teacher should carry a bicycle tool repair kit.
- All bicycles must be equipped with a bell.
- Choose routes carefully in terms of the length, road surface, frequency of traffic, complex intersections and railway crossings.
- ECS Program students should only ride on-site, trail systems or other outdoor paved areas.
- ECS Program students may ride inside gymnasiums if numbers/space permit.

*Continued on next page*

## CYCLING

*Continued from previous page*



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- Trails should be selected according to technical elements present and skill level of the students.
- Prior to initial use of route, teacher should do a ride-through to address safety and suitability concerns.
- Ensure permission of landowner is obtained for off-road routes.
- Students should be provided with clear directions and a map of the route.
- Open-toed shoes or sandals should not be worn.

## DANCE



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Off-site Activities  
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## Dance

### *Suitable for ECS Programs & Grades K-12*

The following sections must also be consulted:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

### **Supervision**

- Constant supervision is recommended for high-risk dance activities following initial skill instruction and after all safety concerns have been emphasized. In-the-area supervision is recommended for all other dance activities.

### **Instructional Considerations**

- A proper warm-up and cool-down are essential for safe participation in dance.
- B-boying and b-girling (break dancing) as well as some other types of dance can involve high-risk activity (for example, stalls {balance on cheek or head} or inversion moves where head and/or neck are at risk). High-risk moves should only be taught by a qualified instructor who has a thorough understanding of the discipline and how it should be taught.

### **Equipment/Facilities**

- Music equipment should be in proper working order and a safe distance from activity.
- Gymnasium or very large room, free from obstacles, should be used.
- Suitable clothing and footwear should be worn.

## DIVING



All Physical  
Activities  
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Pool-based  
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Off-site Activities  
pg. 33-35

## Diving

### *Suitable for Grades 4-12*

The following sections must also be consulted:

All Physical Activities, Pool-based Activities and, if applicable, Off-site Activities.

### Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Constant visual supervision by a certified NLS Lifeguard is required.
- If teaching backward, inward or reverse dives, or dives higher than one meter, teachers must be certified to teach these skills.

### Instructional Considerations

- 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 50 m (use Appendix P).
- 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 and exit diving area immediately after completing a dive.
  - make sure diving area is clear before proceeding to dive.
  - no goggles.
  - no ear plugs.

### Equipment/Facilities

- Board and fulcrum must be level and not slippery.
- Water depths must conform to FINA regulations available at [www.fina.org](http://www.fina.org). Current regulations state water must be 3.4 m deep for use of 1 meter springboard.
- Appropriate swimwear should be worn.



## DODGEBALL GAMES •

### TAG GAMES



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Off-site Activities  
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## Dodgeball Games • Tag Games

*Suitable for ECS Programs & Grades K-12*

The following sections must also be consulted:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

### Supervision

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

### Instructional Considerations

- Rules for contact by the ball must be in place, e.g., below shoulders or below waist.
- Students should be taught how to touch or tag appropriately.
- ECS Programs and Grades K-3 students should receive instruction in starting and stopping skills prior to playing games.
- All entrance/exit doors should be closed, but not locked.

### Equipment/Facilities

- A “soft” ball, e.g., Nerf, soft foam, or Gatorskin ball should be used for dodgeball games.
- Balls should be properly inflated.

## FIELD HOCKEY



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Off-site Activities  
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## Field Hockey *Suitable for Grades 4-12*

The following sections must also be consulted:

All Physical Activities, Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

### Supervision

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

### Instructional Considerations

- Sticks should not be brought above waist level or allowed in the crease.
- A soccer-goal size crease area should be implemented for protection of the goalie.
- Teachers should provide instruction on proper offensive and defensive skills and strategies.

### Equipment/Facilities

- Sticks should be checked 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 must 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, e.g., molded cleats or turf shoes may be worn.
- Regulation or soft indoor field hockey sticks should be used.

## FITNESS ACTIVITIES



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Off-site Activities  
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## Fitness Activities

**Aerobics • Chinning Bar • Peg Board • Circuit Training • Aerobic Steps • Slides • Tubing • etc. (see pg. 101 for Resistance Exercising)**  
*Suitable for ECS Programs & Grades K-12*

The following sections must also be consulted:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

### Supervision

- Constant visual supervision is recommended for ECS Program use of any elevated equipment.
- On-site supervision is recommended during initial skill instruction.
- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.

### Instructional Considerations

- Students should be instructed in the proper use of fitness equipment before using it, e.g., stationary bicycle, medicine ball, chinning bar, tubing.
- Teachers should emphasize high repetitions using lighter weights, or no weights at all, when teaching resistance training.
- Teachers should encourage development of core body strength.
- Teachers should encourage correct body alignment for injury prevention.
- 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.

### Equipment/Facilities

- Free weights and stationary bicycles should not to be used at the elementary school level.
- 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.
- A padded mat should be placed directly below high apparatus, e.g., chinning bar, peg board.

**FLOOR  
HOCKEY**

**BALL HOCKEY**

**GYMNASIUM  
RINGETTE**

**UNI HOCKEY**



All Physical  
Activities  
pg. 11-17



Indoor Activities  
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Off-site Activities  
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**Floor Hockey • Ball Hockey • Gymnasium Ringette • Uni Hockey**  
*Suitable for ECS Programs & Grades K-12*

The following sections must also be consulted:

All Physical Activities and Indoor Activities and, if applicable, Off-site Activities.

**Supervision**

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

**Instructional Considerations**

- Body contact, stick-on-body contact or stick-on-stick contact should not be allowed.
- Stick must be in contact with the floor at all times, except on a shot or a pass where the stick should not be raised above waist level.
- Slapshots should not be allowed.
- A crease area should be established for the protection of the goalie, e.g., size of basketball key. No other player or player's stick should be allowed in the crease.
- Goalie must remain in crease area during play.
- Penalties for rule infractions must be enforced.

**Equipment/Facilities**

*Pucks and Rings*

- A felt puck or, soft rubber puck can be used for floor hockey.
- Use of a bean bag is appropriate for ECS Program students.
- A "soft" ball should be used for ball hockey, e.g., P30, P40, Nerf ball, yarn ball, plastic.
- A rubber or felt quoit should be used for ringette.

*Sticks*

- Regulation ringette sticks, commercially produced plastic floor or ball hockey sticks, or hockey sticks with plastic blades should be used.
- Hockey stick shafts or broom-type handles with protective covering on the ends, e.g., piece of sponge or carpet taped on, can be used for gymnasium ringette.
- Sticks must be checked regularly for cracks and splinters and to ensure the blade is securely attached to the handle.

*Goalie Equipment*

- Goalies must wear a protective mask, e.g., hockey helmet with cage.
- Goalies should wear protective equipment.

## FOOTBALL FLAG/TOUCH



All Physical  
Activities  
pg. 11-17



Outdoor Activities  
pg. 23-24



Off-site Activities  
pg. 33-35

## Football Flag/Touch *Suitable for Grades 4-12*

The following sections must also be consulted:  
All Physical Activities and Outdoor Activities and, if applicable, Off-site Activities.

### Supervision

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

### Instructional Considerations

- Teachers should use footballs appropriate to the size and ability of the students, e.g., smaller football or Nerf ball for younger students.
- Blocking, pushing or tackling should not be allowed.
- Boundary lines must be clearly marked.

### Equipment/Facilities

- Goal posts should be padded when they are in the field of play.

## GOLF



All Physical  
Activities  
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Outdoor Activities  
pg. 23-24



Off-site Activities  
pg. 33-35

## Golf

### *Suitable for Grades 7-12*

The following sections must also be consulted:

All Physical Activities and Outdoor Activities and, if applicable, Off-site Activities.

### **Supervision**

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

### **Instructional Considerations**

- Students should receive instruction about proper golf etiquette and safety.
- Teachers should establish a safe routine for hitting and retrieving golf balls.
- Rules of play pertaining to the driving range and/or mini-putt should be followed.

### **Equipment/Facilities**

- Plastic whiffle or rubber golf balls are recommended for schoolyard use.
- Real golf balls should not be used on school property, except for putting.
- Equipment, especially grips, must be checked regularly and repaired as needed.
- Clubs of appropriate length should be used.
- Students should be a sufficient distance away from those executing backswing and follow through.
- School property or proper golf facility should be used, e.g., golf dome, putting course, or driving range.
- Hitting area must be well marked and controlled.

## GYMNASTICS - Gymnastics - Apparatuses & Floor

### APPARATUSES & FLOOR



All Physical  
Activities  
pg. 11-17



Indoor Activities  
pg. 19-20



Gymnastics Activities  
pg. 21-22



Off-site Activities  
pg. 33-35

*Balance Beam (Suitable for ECS Programs & Grades K-12)*

*Floor (Suitable for ECS Programs & Grades K-12)*

*High Bar (Suitable for Grades 10-12)*

*Parallel Bars (Suitable for Grades 7-12)*

*Pommel Horse (Suitable for Grades 7-12)*

*Still Rings (Suitable for Grades 7-12)*

*Uneven Parallel Bars (Suitable for Grades 7-12 or lower bar for ECS Programs and Grades K-6)*

The following sections must also be consulted:

All Physical Activities and Indoor Activities and Gymnastics Activities and, if applicable, Off-site Activities.

#### Supervision

- On-site supervision for balance beam, parallel bars and uneven bars is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Constant visual supervision for inversions is recommended following initial skill instruction and after all safety concerns have been emphasized.

#### Instructional Considerations

- Hanging inversions should be done under direct supervision of the teacher and a 30.5 cm to 60.9 cm (12 in. to 24 in.) landing mat must be in place.
- Inversion skills must be done so that a student hangs no higher than 1½ m (5 ft.) above the mat.
- For ECS Program students, inversion skills must be done at a height that hands can reach the mat while hanging.
- Students must be instructed on safety related to gymnastics and associated apparatus prior to use.
- Support swing skills should not be done on parallel bars above chest height of student.

#### Equipment/Facilities

- Gymnastic mats should be used for floor work, tumbling and landing on feet from a controlled height.
- General utility mats should be placed to designate landing area.
- Equipment should be properly secured to floor/ceiling.
- Teacher should ensure sufficient space between each apparatus to allow free movement and sufficient space to dismount.
- Uneven bars should be used by younger students (ECS Programs and Grades K - 6) for basic hangs, swings and supports on low bar.
- Equipment height should be appropriate for students, e.g., beams at shoulder height maximum, hanging activities at stretch height maximum, support activities on top of bars at shoulder height.
- If equipment cannot be sufficiently lowered, teacher should place additional mats under equipment to achieve desired height.
- Benches are suitable equipment for balances.

## GYMNASTICS - **Gymnastics - Beat Board**

*Suitable for Grades K-12*

### BEAT BOARD



All Physical Activities  
pg. 11-17



Indoor Activities  
pg. 19-20



Gymnastics Activities  
pg. 21-22



Off-site Activities  
pg. 33-35

The following sections must also be consulted:

All Physical Activities and Indoor Activities and Gymnastics Activities and, if applicable, Off-site Activities.

#### **Supervision**

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

#### **Instructional Considerations**

- Activities should be based on skills that are taught, e.g., take-offs and landings from beat board to mat before beat board to box horse/vault.
- For ECS Program students, emphasize landing on feet only because young children may try to land on knees or knees and hands.
- Spring landings and rotations (long axis) should be considered safe activities.

#### **Equipment/Facilities**

##### *Beat Board*

- Gymnastics mats must be placed in designate landing area.
- Manufactured take-off board with carpeted top and non-skid feet should be used, e.g., Speith-Anderson, Laurentian, AAI, etc.



## GYMNASTICS - **Gymnastics - Box Horse & Vault**

### **BOX HORSE & VAULT**

*Box Horse (Suitable for ECS Programs & Grades K-12)*

*Vault (Suitable for Grades 7-12)*

The following sections must also be consulted:

All Physical Activities and Indoor Activities and Gymnastics Activities and, if applicable, Off-site Activities.



All Physical Activities  
pg. 11-17



Indoor Activities  
pg. 19-20



Gymnastics Activities  
pg. 21-22



Off-site Activities  
pg. 33-35

#### **Supervision**

- On-site supervision when students are using box horse/vault is recommended following initial skill instruction and after all safety concerns have been emphasized.

#### **Instructional Considerations**

- Inversions should not be allowed, e.g., dive rolls, aerial somersaults, neck springs, head springs, or handsprings.

#### **Equipment/Facilities**

- Beat board may be used with the box horse/vault for mounting or vaulting (traveling over) the apparatus.
- Springboards should not be used with box horse or vault; beat boards or Reuter board should be used instead (see pg. 58 - Beat Board).
- Teacher should check box horse/utility box for stability prior to use, e.g., does not slide on floor, does not come apart.
- Mount, static balances, landings and basic vaulting progressions are appropriate activities at the elementary school level.

## GYMNASTICS - **Gymnastics - Climbers/Trestles**

### *Suitable for ECS Programs & Grades K-12*

#### **CLIMBERS/ TRESTLES**



All Physical  
Activities  
pg. 11-17



Indoor Activities  
pg. 19-20



Gymnastics Activities  
pg. 21-22



Off-site Activities  
pg. 33-35

The following sections must also be consulted:

All Physical Activities and Indoor Activities and Gymnastics Activities and, if applicable, Off-site Activities.

#### **Supervision**

- On-site supervision is required following initial skill instruction and after all safety concerns have been emphasized.
- Constant visual supervision is required when students are attempting difficult moves for the first time on an apparatus.

#### **Instructional Considerations**

- Hanging inversions should be done under direct supervision of the teacher and a 30.5 cm to 60.9 cm (12 in. to 24 in.) landing mat must be in place.
- Inversion skills must be done so that a student hangs no higher than 1½ m (5 ft.) above the mat.
- For ECS Program students, inversion skills must be done at a height that hands can reach the mat while hanging.
- Students should not overcrowd the activity area.
- Teacher should adjust equipment to appropriate height of students and appropriate to activity being performed.
- Where a horizontal ladder or bars are at chest height, child may climb on top.
- When horizontal ladder or bars are above chest height of student, e.g., stretch height, only hanging and traveling under the bar are permitted. Traveling on top is not permitted.
- Students should not jump from anything higher than their own shoulder height.
- Horizontal ladders and bars of trestles should not be approached from the side as trestles could slide sideways.

#### **Equipment/Facilities**

- Equipment set-up and adjustment should be done under teacher direction.
- Teacher should check clamps and feet of trestles and the wall lever and floor pins of wall climber to ensure climber is secure. This should be done daily to check for defective parts.
- Sleeves of clothing should not be so long as to interfere with grip on climber.

## GYMNASTICS - **Gymnastics - Climbing Ropes**

*Suitable for Grades K-12*

### CLIMBING ROPES



All Physical  
Activities  
pg. 11-17



Indoor Activities  
pg. 19-20



Gymnastics Activities  
pg. 21-22



Off-site Activities  
pg. 33-35

The following sections must also be consulted:

All Physical Activities and Indoor Activities and Gymnastics Activities and, if applicable, Off-site Activities.

#### **Supervision**

- On-site supervision is required when students are climbing ropes following initial skill instruction and after all safety concerns have been emphasized.
- Constant visual supervision is required while attempting difficult moves for the first time on an apparatus.
- Inversion activities should be done under direct supervision of the teacher.

#### **Instructional Considerations**

- Inversion skills must be done so that a student hangs no higher than 1½ m (5 ft.) above the mat.
- For ECS Program students, inversion skills must be done at a height that hands can reach the mat while hanging.
- Rope activities should be introduced in a developmental sequence including instructions to descend rope by reverse climbing, not sliding.
- Swinging activities should be conducted in a controlled manner, e.g., specify a designated start and finish point.
- Teacher should stress the importance of control before height.
- Students should be taught proper landing and force absorption techniques.

#### **Equipment/Facilities**

- Gymnastic mats should be placed under ropes.
- For inversion activities, a 30.5 cm to 60.9 cm (12 in. to 24 in.) landing mat must be in place.
- If ropes are used for swinging, mats should cover floor surface below path of rope.
- Area used for ropes should be clear of all obstructions. This includes room to swing back and forth.
- Knots should not be tied at bottom of ropes.
- Students may use hand chalk, i.e., carbonate magnesia.

## GYMNASTICS - **Gymnastics - Springboard**

### SPRINGBOARD



All Physical  
Activities  
pg. 11-17



Indoor Activities  
pg. 19-20



Gymnastics Activities  
pg. 21-22



Off-site Activities  
pg. 33-35

The following sections must also be consulted:

All Physical Activities and Indoor Activities and Gymnastics Activities and, if applicable, Off-site Activities.

#### **Supervision**

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

#### **Instructional Considerations**

- Springboards should be used on their own and not in conjunction with other apparatuses such as box horse or vault.
- The springboard should be introduced as an elevated surface, as a balance area, before being used as a springboard.
- The approach to the springboard should be restricted to 3 walking/running steps from the end of the board.
- Students should be instructed to pause (e.g., count to three) at the end of the board prior to jumping or springing.
- Springing/jumping action should be for height, not distance.
- Students should be instructed to land on both feet.

#### **Equipment/Facilities**

- Gymnastics mats of 30.5 to 60.0 cm (12 in. to 24 in.) should be placed in designated landing area.

**Gymnic Ball (Stability, Exercise or Swiss Ball)***Suitable for Grades K-12*

All Physical  
Activities  
pg. 11-17



Indoor Activities  
pg. 19-20



Off-site Activities  
pg. 33-35

The following sections must also be consulted:

All Physical Activities and Indoor Activities and, if applicable, Off-site Activities.

Gymnic balls can be used for a variety of activities including dance, gymnastics, games, cooperative games, and fitness activities.

**Supervision**

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

**Instructional Considerations**

- Familiarize students with safety rules prior to using a ball.
- Practice appropriate activities with the balls. The balls should never be treated as soccer or basketballs and therefore never kicked or thrown at sharp or protruding objects on the walls.
- Never attempt to stand on a ball.
- Give students an opportunity to develop control of the various lead up activities. Teachers should monitor readiness for progressions and allow students to work at their own comfort level, attempting only what they feel capable of handling.
- Progress from individual activities to partners and then to more complex relationship work in groups. Only attempt partner and group relationships when students are able to demonstrate control and mastery of basic skills individually.

**Equipment/Facilities**

- Adjust the ball size to suit the participants. The ball should be of a size that allows the student to sit on the ball with his/her feet flat on the floor and a 90 degree angle of flexion at the ankles, knees and hips. There should be a spongy feel to the ball so that there is some “give” to it. This creates proper movement on the ball and ensures adequate friction between the ball and the floor.
- Have students check to see that they are not wearing anything sharp or pointed which might puncture or cut the ball (e.g., jewelry, buckles, zippers).
- Students should work in bare feet, never in socks.
- Do not inflate the balls more than the maximum size designated.
- Store the balls away from sharp or protruding objects.
- When the balls are not in use, deflate them and store in heavy bags.
- Check balls regularly for small cuts that may make them vulnerable to popping when compressive forces are exerted.
- Use the balls on a smooth, clean floor that has no sharp or protruding objects.

## HOCKEY (ICE )

## Hockey (Ice)

*Suitable for Grades 7-12*



All Physical Activities  
pg. 11-17



Indoor Activities  
pg. 19-20



Outdoor Activities  
pg. 23-24



Winter Activities  
pg. 25



Off-site Activities  
pg. 33-35

The following sections must also be consulted:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Winter Outdoor Activities and Off-site Activities.

### Supervision

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

### Instructional Considerations

- Slap shots should not be allowed.
- Body contact, stick-on-body contact, or stick-on-stick contact should not be allowed.
- No goaltender should be used unless all players are fully equipped.
- All rules should be clearly outlined and enforced.

### Equipment/Facilities

- CSA approved hockey helmet with cage, gloves, elbow pads, and throat protector must be worn. If using regulation hockey puck, full hockey equipment must be worn.
- Check sticks for cracks and splinters.

## HORSEBACK RIDING



All Physical Activities  
pg. 11-17



Indoor Activities  
pg. 19-20



Outdoor Activities  
pg. 23-24



Off-site Activities  
pg. 33-35

## Horseback Riding

*Suitable for Grades 5-12*

The following sections must also be consulted:  
All Physical Activities and Indoor Activities or Outdoor Activities and Off-site Activities.

### Supervision

- On-site supervision by a qualified instructor is recommended for initial skill instruction.
- In-the-area supervision is recommended following initial skill instruction and when out on trails and after all safety concerns have been emphasized.
- Suggested 1:8 ratio of qualified instructors to students.

### Equipment/Facilities

- Horses suitable for beginner riders should be used.
- Appropriate safe tack properly fitted to the mounts should be used.
- Tack (girth, stirrups) should be adjusted for each student and checked by the instructor.
- Approved ASTM helmets must be worn when working around or riding horses.
- Students should wear suitable clothing and closed-toe footwear.

**INITIATIVE  
TASKS**

**ADVENTURE**

**TRUST  
ACTIVITIES**



**All Physical  
Activities  
pg. 11-17**

**Initiative Tasks • Adventure • Trust Activities**

*Suitable for ECS Programs & Grades K-12*

There are no specific guidelines developed for these due to the diversity of the activities. An approved resource should be consulted along with the guidelines that apply to All Physical Activities when preparing for these activities.



## IN-LINE SKATING

## 4-WHEEL ROLLER- SKATING



All Physical  
Activities  
pg. 11-17



Indoor Activities  
pg. 19-20



Outdoor Activities  
pg. 23-24



Off-site Activities  
pg. 33-35

## In-Line Skating • 4-Wheel Roller-Skating

*On School Site (Suitable for Grades K-12)*

*Off School Site (Suitable for Grades 4-12)*

The following sections must also be consulted:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

### 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*

- 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.

### Instructional Considerations

- Safety rules should be clearly outlined to students.
- Teacher should emphasize, “skate safely and always be in control”.
- Teacher should provide beginner skaters with their own designated area within the total area provided for the activity.
- 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 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”.

### Equipment/Facilities

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

*On School Site*

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

*Continued on next page*

## IN-LINE SKATING

### 4-WHEEL ROLLER- SKATING



All Physical  
Activities  
pg. 11-17



Indoor Activities  
pg. 19-20



Outdoor Activities  
pg. 23-24



Off-site Activities  
pg. 33-35

*Continued from previous page*

### Equipment/Facilities

#### *Off School Site*

- Teacher should carefully select routes based on length, paved surface, steepness (grade) and frequency of traffic.
- Teacher should follow all municipal by-law regulations pertaining to in-line skating.

## INUIT GAMES



All Physical  
Activities  
pg. 11-17



Indoor Activities  
pg. 19-20



Outdoor Activities  
pg. 23-24



Off-site Activities  
pg. 33-35

## Inuit Games

### *Suitable for Grades K-12*

The following sections must also be consulted:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

### Supervision

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

### Instructional Considerations

- Teacher should select games or modified versions of games that focus on outcomes other than pain endurance.
- Use of a resource such as *Inuit Games: an instruction and resource manual* by Michael K. Heine (2006) is recommended for game instructions and variations.

### Equipment/Facilities

- Gymnastic mats without overlaps or gaps should be used to cover the floor.
- Velcro mats should be properly connected for games involving jumps or kicks.
- When using items (e.g., broomsticks or belts) or homemade items as equipment for games, care must be taken to ensure they are safe for use and do not show signs of deterioration that could cause injury such as sharp edges, cracks, splinters, tears or frays.

## KINBALL

## OMNIKIN



All Physical Activities  
pg. 11-17



Indoor Activities  
pg. 19-20



Outdoor Activities  
pg. 23-24



Off-site Activities  
pg. 33-35

## Kinball • Omnikin

### *Suitable for Grades K-12*

The following sections must also be consulted:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

### **Supervision**

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

### **Equipment/Facilities**

- Large inflated ball should be used, e.g., omnikin ball.

**LACROSSE  
(INTER-  
LACROSSE)**



All Physical  
Activities  
pg. 11-17



Indoor Activities  
pg. 19-20



Outdoor Activities  
pg. 23-24



Off-site Activities  
pg. 33-35

**Lacrosse (Inter-Lacrosse)**

*Lacrosse-type games (Suitable for Grades 3-12)*

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

The following sections must also be consulted:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

**Supervision**

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

**Instructional Considerations**

- Teacher should modify rules to prevent stick-on-stick or stick-on-body contact and to prevent accidental contact within 1 m of the gymnasium wall or playground fence.
- Only non-contact lacrosse should be played.
- Teacher should emphasize student responsibility regarding individual space.

**Equipment/Facilities**

- "Soft" inter-lacrosse balls should be used.
- Goaltender should wear a facemask.
- Molded plastic inter-lacrosse sticks should be used.
- Suitable clothing and footwear should be worn.

**Martial Arts (e.g., Karate, Tae Kwon Do, Judo, Tai Chi)**

*Suitable for Grades 7-12*



All Physical Activities  
pg. 11-17



Indoor Activities  
pg. 19-20



Outdoor Activities  
pg. 23-24



Off-site Activities  
pg. 33-35

The following sections must also be consulted:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

**Supervision**

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

**Instructional Considerations**

- Teacher should emphasize the importance of anticipation, avoidance of risky situations, self-defense tactics and appropriate aggression.
- Warm-up activities should emphasize conditioning and flexibility.
- Start with simple moves.
- Body contact should not be allowed.
- Teacher should know the style of martial arts and the moves the instructor plans to teach.

**Equipment/Facilities**

- Bare feet and loose, comfortable clothing should be worn.
- Wrestling shoes are appropriate.
- Floor surface should be clear of debris, smooth, level and dry.
- Mats should be used for landings where appropriate.

**Orienteering***Suitable for Grades K-12*

All Physical  
Activities  
pg. 11-17



Outdoor Activities  
pg. 23-24



Off-site Activities  
pg. 33-35

The following sections must also be consulted:

All Physical Activities, Outdoor Activities and, if applicable, Off-site Activities.

**Supervision**

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

**Instructional Considerations**

- Prior to initial use of orienteering course, teacher should do a safety check “walk through” to identify potential hazards.
- Length and difficulty of course should be appropriate to the age and skill level of the students. Progress from classroom to schoolyard to off-site courses.
- Proper warm-up and cool-down should be included in all activities.
- Control flags and markers should be set in a safe manner.

**Equipment/Facilities**

- In forested areas, students should carry a whistle and be instructed in its use, e.g., three loud blasts indicate that they require assistance.

## OUTDOOR EDUCATION -

### BACKPACKING AND DAY HIKING



All Physical  
Activities  
pg. 11-17



Outdoor Activities  
pg. 23-24



Outdoor Education  
Activities  
pg. 27-30



Off-site Activities  
pg. 33-35

## Outdoor Education - Backpacking and Day Hiking

### (Day trips from school or base camp)

#### *Suitable for Grades 5-12*

The following sections must also be consulted:

All Physical Activities and Outdoor Activities and Outdoor Education Activities and Off-site Activities.

#### Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Suggested 1:10 ratio of qualified instructors to students.
- 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.

#### Instructional Considerations

- Except for emergencies, travel should not take place in darkness.
- Day hiking or backpacking should not occur in areas with potential avalanche danger, or where mountaineering techniques are required, unless led by certified mountain guides.
- Teacher/leader should be familiar with, or have access to, mountain rescue techniques, emergency/wilderness first aid and emergency evacuation.
- Teacher should be familiar with route.
- Students should be made familiar with route.
- Students should be aware of emergency procedures and a “signal to assemble.”
- All food items, gum, sunscreens, repellents 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.

#### Equipment/Facilities

- All necessary equipment should be collected and checked before the trip.
- Teacher should have a map of route (normal and topographic) and 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.
- Each student should carry their own pack for both day tripping and overnight backpacking.
- If backpacking trip originates from base camp, a map should be left with supervisor at base camp.

*Continued on next page*



**OUTDOOR  
EDUCATION -**

**BACKPACKING  
AND DAY  
HIKING**



All Physical  
Activities  
pg. 11-17



Outdoor Activities  
pg. 23-24



Outdoor Education  
Activities  
pg. 27-30



Off-site Activities  
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- Only designated trails should be used.
- Teachers must check for required permits and specific regulations when taking a group to a provincial or national park area.
- Teacher should register the group at the warden’s office, if applicable.
- Helmets should be worn if hiking in areas where rocks could potentially fall on heads.
- Comfortable and durable flat shoes or boots with an aggressive tread (ankle support preferable) should be worn for hiking. A pair of comfortable “camp site” shoes with light treads should be worn at campsite.

## OUTDOOR EDUCATION - CAMPING



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### Outdoor Education - Camping

(An extended overnight camping experience in an outdoor environment with students preparing their own food.)

*Dorm only: Suitable for Grades K-4*

*Dorm or Tents: Suitable for Grades 5-12*

If trip includes canoeing, see Canoeing section of Outdoor Education for specific guidelines.

The following sections must also be consulted:

All Physical Activities and Outdoor Activities and Outdoor Education Activities and Off-site Activities.

#### Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Suggested 1:8 ratio (Grades K-6) and 1:10 ratio (Grades 7-12) of qualified instructors to students.
- At least one of the leaders should have tent camping experience for outings using tents.
- Teacher should notify wardens in advance regarding the trip plans, dates, specific activities and locations.
- Route cards should be left with school or other supervising body with emergency contacts and response system planned and in place.

#### Instructional Considerations

- Program should be planned in detail with contingency plans for inclement weather.
- All food items, gum, sunscreens, repellents 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 should only use knives following instruction and under supervision.
- Students filling and lighting camp stoves should be under constant visual supervision following instruction.
- Students should be aware of behavioural expectations, boundaries for activity, and assembly procedures.
- No open flame should be allowed in or near tents.
- With the exception of winter camping, eating and sleeping areas should be separated by 50-100 m.

#### Equipment/Facilities

- First aid kit(s) should be stocked and accessible (use Appendix C).
- If cooking on stoves, use propane/liquid gas type stoves (1 per 8 students).
- Washroom facilities should be within walking distance.
- Teacher should collect and inspect all necessary equipment before trip.

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## OUTDOOR EDUCATION -

### CAMPING



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- In addition to the equipment listed in the Outdoor Education Section, teacher should ensure the following items are brought:
  - Shovel/trowel
  - Activity-specific repair kit
  - Appropriate knife (teacher only)
  - Suitable layers of clothing
  - Rain gear
  - Aggressive soled, solid and broken-in shoes/boots. Students should not have bare feet in campsite area.
  - Extra change of clothing.
- Teachers must check for required permits or regulations when camping in provincial or national parks areas.

## OUTDOOR EDUCATION -

### CANOEING, FLATWATER OR MOVING WATER



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## Outdoor Education - Canoeing, Flatwater or Moving Water *Suitable for Grades 7-12*

### Pools, Lake Water Canoeing, Moving Water and Base Camp Canoeing

The following sections must also be consulted:

All Physical Activities and Outdoor Activities or Pool-based Activities and, if applicable, Outdoor Education Activities and Off-site Activities.

#### Supervision

- On-site qualified supervision is required at all times on or around the water following initial skill instruction and after all safety concerns have been emphasized.
- All teachers should be familiar with both Transport Canada and Canadian Coast Guard Regulations.
- Route cards should be left with school or other supervising body with emergency contacts and response system planned and in place.
- Supervisor with appropriate first aid certification as per Outdoor Education Activities should be present.

#### Instructor Qualifications: Flatwater

- Suggested 1:8 ratio of certified instructors to students.
- Instructor should possess Paddle Canada Flatwater Canoeing Instructor certification or equivalent.
- For small ponds, an Alberta Recreational Canoeing Association Waterfront Instructor may be adequate. Please see the ARCA Canoeing and Kayaking Instructors Standards Document for specifications.

#### Instructor Qualifications: Moving Water

- Suggested 1:6 ratio of certified instructors to students.
- Instructors must possess:
  - Up to Class I rapids: ARCA River Instructors or equivalent
  - Up to Class II rapids: ARCA River Tripping Leader Certification (for tripping where rapids are avoided) or Paddle Canada Moving Water I Instructor Certification or equivalent.

#### Instructional Considerations

- Prior to participating in boating activities, students should demonstrate the three skills of the Swim to Survive Standard (use Appendix P) while wearing a properly fitted lifejacket/PFD.
- Students should be taught skills in progression in a controlled flatwater setting. These skills include:
  - Forward stroke
  - "J" stroke
  - Sweep stroke
  - Draw stroke
  - Back stroke (or check stroke)
  - Pry or push away

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## OUTDOOR EDUCATION -

### CANOEING, FLATWATER OR MOVING WATER



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- 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
- Basic maneuvers, e.g., straight lines, spins, sideward displacement.
- Prior to taking students on moving water, they must demonstrate competency in keeping canoes in a straight line.
- Teacher/supervisors should be aware of weather forecast, especially wind conditions. Canoeing must be canceled in adverse conditions.
- Students should be taught paddle and whistle signals for danger and help.
- A rescue craft should 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.
- Teacher/instructor and in-charge person should be informed of students with medical problems that may affect their safety in the water.

#### **Equipment/Facilities**

- Waterproof first aid kit should be stocked and accessible (with emergency blanket). Aluminum canoes should not be used in pools.
- Correctly 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.
- Sun protection and insect repellent should be available.
- Students should wear clothing appropriate for open water canoeing. This includes being dressed for the weather and for the water temperature.
- Students must wear closed footwear that is securely attached and is able to get wet.
- Travel on whitewater should be limited to Class II rapids.
- All equipment should meet Canadian Coast Guard Regulation standards, e.g., bailing device, a throw bag containing 25 m of buoyant rope in each canoe, extra paddles.
- Teacher should have a map of the area, a compass or GPS, and knowledge of how to use them.

## OUTDOOR EDUCATION -

### CANOE TRIPPING - FLATWATER/ MOVING WATER



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## Outdoor Education - Canoe Tripping - Flatwater/Moving Water *Suitable for Grades 7-12*

The following sections must also be consulted:

All Physical Activities and Outdoor Activities and Outdoor Education Activities and Off-site Activities.

***WHITE WATER CANOEING is only recommended in the physical education activity setting with the use of a service provider and/or properly certified/qualified guides.***

### Supervision - Flatwater

- Qualified supervision is required at all times following initial skill instruction and after all safety concerns have been emphasized.
- Suggested 1:8 ratio of certified instructors to students, with a minimum of 2 certified instructors for all overnight trips.
- Trip leader must have a Paddle Canada Canoe Tripping I Instructor Certification or Paddle Canada Flatwater Instructor Certification with logged tripping experience.
- Route cards should be left with school or other supervising body with emergency contacts and response system planned and in place.

### Supervision - Moving Water

- For moving water (Class II rapids maximum) trip leaders must possess an Alberta Recreational Canoeing Association River Tripping Leader or Paddle Canada Moving Water I Instructor with logged tripping experience.
- Suggested ratio of 1:6 certified trip leaders to participants, including volunteers and unqualified teachers.
- A minimum of 2 certified instructors should be on overnight trips.
- For anything above a Class I Moving Water designation, at least 1 staff should possess a Swift Water Rescue certification.
- River access points should be clearly outlined to all supervisors.
- An appropriately delivered river safety session must be completed by all participants before going on the water.
- At least one qualified trip leader must have completed the route previously.
- Any hikes to be taken while en route must be scouted by one of the trip leaders.
- For all overnight trips, there should be a minimum of 2 teachers/supervisors present.
- Route cards should be left with school or other supervising body with emergency contacts and response system planned and in place.

### Instructional Considerations

- All students considered for participation in a school canoe trip should meet the following minimum guidelines:

#### *Water safety*

- Teacher/instructor and in-charge person should be informed of students with medical problems that may affect their safety in the water.

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## OUTDOOR EDUCATION -

### CANOE TRIPPING - FLATWATER/ MOVING WATER



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- Prior to participating in boating activities, students should demonstrate the three skills of the Swim to Survive Standard (use Appendix P) while wearing a properly fitted lifejacket/PFD.

#### *Canoeing skills*

- Students should demonstrate basic competence in the following skills:
  - Forward stroke
  - “J” stroke
  - Sweep stroke
  - Draw stroke
  - Backwater strokes
  - Pry or push away
  - Proper entry/exit from canoe
  - Self rescues into dry and/or swamped canoes
  - Synchronized strokes
  - Packing a canoe
  - Portaging techniques
  - Basic river maneuvers, e.g., forward ferry, eddy turns, sideslips, straight lines
  - 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*

- Students should be familiar with:
  - 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
- Teacher must postpone the trip if there is an indication of inclement weather severe enough to put student safety at risk.
- A trip itinerary should be completed and filed with an appropriate school official.

#### **Equipment/Facilities**

- Waterproof first aid kit should be stocked and accessible (with emergency blanket or tarp).
- A correctly fitting Transport Canada-approved PFD/life jacket, with whistle attached, must be worn properly and done up at all times while on the water.
- Students should wear clothing appropriate for open water canoeing.
- Teacher should ensure water conditions are appropriate for the skill level of the group.
- Students should 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, a throw bag containing 25 m of buoyant rope in each canoe.
- Teacher/instructor should ensure that there is an extra paddle in each canoe.

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## OUTDOOR EDUCATION -

### CANOE TRIPPING - FLATWATER/ MOVING WATER



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- Teacher/instructor should have a map of the area, a compass, and knowledge of how to use them.
- Route should be appropriate to age/ability of students. Travel on whitewater should be limited to Class II rapids. Supervisors should not plan trip through white water of a higher classification.
- Students and instructors must wear appropriate helmets for rapids above Class I.
- Supervisors should be familiar with the route.
- Teacher should ensure the following items are brought:
  - Matches in waterproof containers should be kept in at least two places.
  - Appropriate knife should be accessible, e.g., worn on the leader's PFD.
  - Repair kit for canoe.
  - Appropriate canoe tripping packs or dry barrels.
  - Emergency communication system where feasible.
  - Rain gear (ponchos are not recommended).
  - Appropriate clothing layers and a dry change of clothing. Wet suits are recommended in cold weather/water conditions. A full change of clothing in waterproof containers should be available for all participants.



## OUTDOOR EDUCATION -

### VOYAGEUR CANOEING (DAY TRIPS)



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## Outdoor Education - Voyageur Canoeing (Day Trips)

*Lake Water Canoeing (Suitable for Grades 4-12)*

*Flat River Canoeing (Suitable for Grades 4-12)*

*Base Camp Canoeing (Suitable for Grades 7-12)*

The following sections must also be consulted:

All Physical Activities and Outdoor Activities and Outdoor Education Activities and Off-site Activities.

### Supervision

- On-site qualified supervision is required at all times on or around the water following initial skill instruction and after all safety concerns have been emphasized.
- Suggested 1:14 ratio of certified instructors to students with a minimum of 2 certified instructors for any trip.
- All instructors should possess an ARCA River Tripping Leader or Paddle Canada Moving Water I Instructor certification.
- All teachers should be familiar with both Transport Canada and Canadian Coast Guard Regulations.
- Route cards should be left with school or other supervising body with emergency contacts and response system planned and in place.
- Supervisor with appropriate first aid certification as per Outdoor Education Activities should be present.
- For anything above a Class I moving water designation, at least 1 staff should possess Swift Water Rescue certification.

### Instructional Considerations

- Prior to participating in boating activities, students should demonstrate the three skills of the Swim to Survive Standard (use Appendix P) while wearing a properly fitted lifejacket/PFD.
- Teacher should be aware of weather forecast, especially wind conditions and possible storm activity. Canoeing must be cancelled in adverse conditions.
- Students should be taught paddle and whistle signals for “danger” and “help”.
- A rescue craft should be on shore and accessible while students are canoeing, or sufficient craft and instructors must be on the water to provide rescue operations.
- Teacher/instructor and in-charge person should be informed of students with medical problems that may affect their safety in the water.

### Equipment/Facilities

- Waterproof first aid kit should be stocked and accessible (with emergency blanket or tarp).
- A correctly fitting Transport Canada-approved PFD/life jacket, with whistle attached, must be worn properly and done up at all times while on the water.
- Students should wear clothing appropriate for open water canoeing. This includes being dressed for the weather and for the water temperature.
- Students must wear closed toed footwear that is securely attached and is able to get wet.

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**OUTDOOR  
EDUCATION -**

**VOYAGEUR  
CANOEING  
(DAY TRIPS)**



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- Travel on whitewater should be limited to Class II rapids. All river guides should be trained in Swift Water Rescue and have appropriate rescue equipment available including a knife in the event of rope entanglement.
- Voyageur canoes must be equipped with 50 m throw bags, bow and stern.
- All equipment should meet Canadian Coast Guard Regulation standards, e.g., bailing device, extra paddles.
- Teacher/leader should have a map of the area, a compass or GPS, and knowledge of how to use them.

## OUTDOOR EDUCATION -

### VOYAGEUR TRIPPING



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## Outdoor Education - Voyageur Tripping

### *Suitable for Grades 7-12*

The following sections must also be consulted:

All Physical Activities and Outdoor Activities and Outdoor Education Activities and Off-site Activities.

#### Supervision

- On-site qualified supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Lead instructor should possess Alberta Recreational Canoeing Association River Tripping Leader or Paddle Canada Moving Water I Instructor, plus voyageur experience.
- Suggested 1:8 ratio of certified instructors to students with a minimum of 2 instructors.
- All teachers should be familiar with both Transport Canada and Canadian Coast Guard Regulations.
- Route cards should be left with school or other supervising body with emergency contacts and response system planned and in place.
- For specific details regarding the camping component of the activity, please refer to Outdoor Education-Camping.

#### Instructional Considerations

- Prior to participating in boating activities, students should demonstrate the three skills of the Swim to Survive Standard (use Appendix P) while wearing a properly fitted lifejacket/PFD.
- Teacher/supervisors should be aware of weather forecast, especially wind conditions and possible storm activity.
- Canoeing must be cancelled in adverse conditions.
- Students should be taught paddle and whistle signals for “danger”, “help”.
- Teacher/instructor and in-charge person should be informed of students with medical problems that may affect their safety in the water.

#### Equipment/Facilities

- Waterproof first aid kit should be stocked and accessible (with emergency blanket or tarp.)
- A correctly fitting Transport Canada-approved PFD/life jacket, with whistle attached, must be worn properly and done up at all times while on the water.
- Students should wear clothing appropriate for open water canoeing. This includes being dressed for the weather and for the water temperature. All students must have rain gear with them.
- Students must wear closed footwear that is securely attached and is able to get wet.
- Teacher/leader should ensure water conditions are appropriate for the skill level of the group.
- All river guides should be trained in Swift Water Rescue and have appropriate rescue equipment available including a knife in the event of rope entanglement.
- All equipment should meet Canadian Coast Guard Regulation standards, e.g., bailing device.

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## OUTDOOR EDUCATION -

### VOYAGEUR TRIPPING



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- Voyageur canoe must be equipped with a 50 m throw bag bow and stern.
- Teacher should ensure that there are extra paddles in each canoe.
- Teacher should have a map of the area, a compass or GPS, and knowledge of how to use them.
- Supervisors should not plan trip through whitewater (Class II maximum).
- Supervisors should be familiar with the route.
- Route should be dependent on leader's qualifications.
- Teacher should ensure the following items are brought:
  - Matches in waterproof containers should be kept in at least two places.
  - Appropriate knife should be accessible, e.g., worn on the leader's PFD.
  - Repair kit for canoe.
  - Appropriate canoe tripping packs.
  - Emergency communication system.
  - Rain gear (ponchos are not recommended).
  - Appropriate clothing layers and a dry change of clothing.

## OUTDOOR EDUCATION -

### KAYAKING - FLATWATER OR MOVING WATER



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## Outdoor Education - Kayaking - Flatwater or Moving Water *Suitable for Grades 7-12*

### Pool, Lakewater Kayaking, Flatwater or Moving Water Kayaking

The following sections must also be consulted:

All Physical Activities and Outdoor Activities or Pool-based Activities and, if applicable, Outdoor Education Activities and Off-site Activities.

#### Supervision - Flatwater

- On-site qualified supervision is required at all times on or around the water following initial skill instruction and after all safety concerns have been emphasized.
- Suggested 1:8 ratio of certified instructors to students. Instructor should have Paddle Canada Flatwater Kayak or Competitive Coaching Flatwater Kayaking Certification, or equivalent.
- A rescue craft should be on shore and accessible while students are kayaking on open water.
- Route cards should be left with school or other supervising body with emergency contacts and response system planned and in place.

#### Supervision - Moving Water

- Suggested 1:4 ratio of certified instructors to students.
- Instructors must possess Paddle Canada Moving Water I Kayak Instructor Certification or Alberta Whitewater Association Moving Water Instructor Certification, or equivalent.
- For anything above a Class I moving water designation, at least 1 staff should possess a Swift Water Rescue Technician I certification.

#### Instructional Considerations

- Prior to participating in boating activities, students should demonstrate the three skills of the Swim to Survive Standard (use Appendix P) while wearing a properly fitted lifejacket/PFD.
- Instructor must ensure students can seal spray skirt on kayak when upright and, if necessary, escape safely when capsized (i.e., demonstrate wet exit)
- Before open water kayaking, students should demonstrate basic competence in:
  - Launching kayak
  - Getting in and out
  - Emptying the kayak (beach and dock)
  - Wet exit
  - Forward stroke
  - Back stroke
  - Front sweep
  - Back sweep
  - Stopping
  - Draw stroke
  - Bracing - This can be done in a pool, sheltered bay or shallow water.

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## OUTDOOR EDUCATION -

### KAYAKING - FLATWATER OR MOVING WATER



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- Teacher/instructor and in-charge person should be informed of students with medical problems that may affect their safety in the water.

#### Equipment/Facilities

- Waterproof first aid kit should be stocked and accessible
- Kayak should have adequate flotation in nose and stern to ensure buoyancy.
- Correctly 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.
- An appropriate paddling helmet must be worn on moving 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.
- Each kayak must be equipped with a waterproof flashlight.
- Students should wear clothing appropriate for open water kayaking. This includes being dressed for the weather and for the water temperature.
- Students must wear closed footwear that is securely attached and is able to get wet.
- Water conditions should be appropriate for the type of kayak being used and the skill level of the group. (Flatwater involves paddling on lake water or river where maximum Class I rapids exist and eddies are very slight).

## OUTDOOR EDUCATION -

### LAKE SWIMMING



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## Outdoor Education - Lake Swimming

### *Suitable for Grades 5-12*

The following sections must also be consulted:

All Physical Activities and Outdoor Activities and Outdoor Education Activities and Off-site Activities.

#### Supervision

- Constant visual supervision by a certified NLS Lifeguard is required
- At least one supervisor must have current certification, e.g., National Lifeguard Services (NLS) Lifeguard Waterfront option certification or NLS Lifeguard - Pool option with two years waterfront experience.
- On-site supervision by a teacher is required following initial skill instruction and after all safety concerns have been emphasized.
- Person(s) assuming lifeguard responsibilities should be clearly visible to all swimmers at all times.

#### Instructional Considerations

- Parents must give written permission for their child to be involved in any swimming activity.
- 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 50 m (use Appendix P).
- Students unable to meet the Swim to Survive Standard may participate in lake swimming wearing a lifejacket/PFD.
- Rules and regulations of swimming area must be followed.
- Students must swim with a buddy.
- Teacher should discontinue swimming activities if there is an indication of bad weather.
- Students must not be allowed to swim after dark.
- Diving should not be allowed in any open water swimming situation.
- Students should not be allowed to do distance swims.
- Students must swim only in designated area.
- Students should be informed that in an emergency situation, the lifeguard is in charge.
- Students must be informed of acceptable standards of behaviour in the water.
- Students should not be allowed to dive, push off the dock, or dunk other students.
- Students should not rely on flotation devices unless it is a PFD or lifejacket.
- Students should practice an emergency water drill, e.g., assemble on shore at the sound of three loud whistle blasts.
- Duration of swim must depend on type of swimmers, condition of atmosphere, condition of water, and time of day.

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## OUTDOOR EDUCATION -

### LAKE SWIMMING



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#### Equipment/Facilities

- Use of a municipally or otherwise designated swimming waterfront is recommended. If using another location refer to the Waterfront Safety Standards available on-line at [www.lifesaving.org](http://www.lifesaving.org).
- Teacher should ensure the following items are accessible:
  - Whistle or other signaling device
  - Buoyant throw line
  - Reaching assists
  - Spinal board
  - Blanket
  - Salt
  - Rescue boat/craft.
- Teacher must ensure that the swimming area is:
  - Clearly marked
  - Free from hazards
  - Roped off with floating devices
  - Of suitable water temperature
  - Reasonably clean and clear.

#### *Moving Water Swimming*

- Swimming in slow moving water (up to a maximum of Class I rapids only) may occur only if students are wearing appropriate PFDs, are swimming in a designated section of the river with qualified guides and if a rescue craft is in place.
- Recreational swimming in moving water in rapids above a Class I is not permitted.
- Swimming in moving water with rapids above a Class I should only occur in conjunction with a canoe/kayak/raft program with a certified/qualified guide and following the guidelines as outlined in the canoe/kayak/rafting sections.



## OUTDOOR EDUCATION -

### ROCK CLIMBING

### ROPE AND FIXED FACE CLIMBS

### RAPPEL TOWERS



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## Outdoor Education - Rock Climbing • Rope and Fixed Face Climbs

### • Rappel Towers

(Top Rope Climbs only)

*Suitable for Grades 6-12*

The following sections must also be consulted:

All Physical Activities and Outdoor Activities and Outdoor Education Activities and Off-site Activities.

### Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Suggested guidelines:
  - Outdoor Rock Climbing 1:5 ratio (or better) qualified instructor to students.
  - Outdoor Climbing Walls 1:10 ratio (or better) qualified instructor to students.
- Instructors for real rock must be qualified with top rope site management training and logged experience.
- Instructors for outdoor climbing walls must be certified with ACCT Level I.
- A trained instructor must be on-site at all times.

### Instructional Considerations

- Mats or a safe landing area should be used when low-level bouldering up to 8 ft. An approved belay system must be used when climbing higher than 8 ft.
- All safety routines must be reviewed and enforced.
- Lead climbing or protection placement by students must not be allowed.
- Instructor should be familiar with the climbing area.
- Climbs should not be attempted on slippery and/or wet rocks.
- Students must be tied in to a teacher/instructor-inspected anchor system when at the top of the rock face.
- Instructor should inspect all equipment prior to climbing.
- Instructor should inspect the anchor system and a test fall should be taken.
- Belaying by students should be at the discretion of the trained instructor.

### Equipment/Facilities

- Climbing should be done at approved safety-inspected facilities.
- Instructor should ensure use of locking carabineers.
- Appropriately sized/fitted helmets and harnesses as well as other approved gear must be used.
- Teacher/instructor must ensure safety buckle is doubled back.
- Ropes and associated climbing equipment designed specifically for rock climbing must be used.
- UIAA approved ropes must be 5 years of age or less. They must have a minimum 10.5 mm diameter and be designed for rock climbing.
- Use of a mechanical belay system, e.g., Gri Gri is recommended; Sticht plate with spring, Münteri hitch, figure 8, ATC, or Tuber type of belay device is acceptable. Knowledge of the body system of belaying is recommended for an emergency situation.

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**OUTDOOR  
EDUCATION -**

**ROCK  
CLIMBING**

**ROPE AND  
FIXED FACE  
CLIMBS**

**RAPPEL  
TOWERS**

*Continued from previous page*

- Teacher/instructor must check equipment and test ropes before use.
- Student climbers must be able to move freely.
- Clothing which stretches to allow movement but is not so loose as to obstruct climbing and snug closed footwear should be worn.
- Climbing area should be appropriate for ability levels of the students.
- Climbing area should have been previously climbed by instructor/supervisors.



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## OUTDOOR EDUCATION -

### SAILING



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Off-site Activities  
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## Outdoor Education - Sailing

### *Suitable for Grades 7-12*

The following sections must also be consulted:

All Physical Activities and Outdoor Activities and Off-site Activities.

#### Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Certified instructors should be present to teach the course.
- One motorized safety boat for every eight sailboats should be present.

#### Instructional Considerations

- Prior to participating in boating activities, students should demonstrate the three skills of the Swim to Survive Standard (use Appendix P) while wearing a properly fitted lifejacket/PFD.
- Teacher(s) should have a minimum Canadian Yachting Association (CYA) Level I Learn-to-Sail certification (Green) to instruct sailing.
- Teacher/instructor and in-charge person should be informed of students with medical problems that may affect their safety in the water.
- Teacher/instructor must postpone activity if there is an indication of inclement weather severe enough to put student safety at risk.
- Students should follow acceptable behavioural guidelines while in the boats.

#### Equipment/Facilities

- Waterproof first aid kit should be stocked and accessible.
- Equipment supplied by a local sailing school should have been inspected for defects and should meet Canadian Coast Guard Regulation standards, e.g., bailing device, 15 m of buoyant rope in each boat.
- Students should check all personal safety equipment for any defects prior to use.
- Correctly fitting and Transport Canada-approved PFD with whistle attached, must be worn properly and done up at all times while on the water.
- Students must wear closed footwear that is securely attached and is able to get wet.
- Water conditions should be appropriate for the type of sailboat being used and the skill level of the group.
- All facilities should have designated sailing areas.

## OUTDOOR EDUCATION -

### WINTER TENT CAMPING



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Winter Activities  
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## Outdoor Education - Winter Tent Camping

### *Suitable for Grades 7-12*

The following sections must also be consulted:

All Physical Activities and Outdoor Activities and Winter Outdoor Activities and Off-site Activities.

#### Supervision

- On-site supervision is required at all times following initial skill instruction and after all safety concerns have been emphasized.
- Suggested guidelines:
  - Distant overnight camping 1:8 ratio of qualified instructor/supervisor to students.
  - Local overnight camping 1:15 ratio of qualified instructor/supervisor to students.
- Lead instructors/supervisors must have previous winter camping experience.
- Route cards should be left with school or other supervising body with emergency contacts and response system planned and in place.

#### Instructional Considerations

- Heat loss principles should be taught.
- If lean-to camping, inspect ridge pole prior to occupancy.
- 'Safe' shelter building skills should be taught.
- Students should be instructed in outdoor winter survival techniques.
- A systematic pattern for group travel and communication should be established.
- Supervisors should check heat sources and monitor their use.
- Fire-building skills should be taught.
- Students should be informed of layering clothing principles.

#### Equipment/Facilities

- 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.
- Therma-rest/insulation pad should be used under sleeping bag.
- Students should bring a dry change of clothing.
- Each student should have a whistle or whistle-sounding device.
- Teacher should select facilities/sites based on the age and experience of students.
- Teacher should check site for dangerous overhanging dead trees.
- Location of camp must be accessible by snowmobile or all-terrain vehicle.

## PARACHUTE GAMES



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## Parachute Games

*Suitable for Grades K-12*

The following sections must also be consulted:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

### Supervision

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

### Instructional Considerations

- Games that involve any body part being put through the hole in the chute should not be played.

### Equipment/Facilities

- Parachute should be in good condition.

**Pilates - Mat**

*Suitable for Grades 4-12*



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Off-site Activities  
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The following sections must also be consulted:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

**Supervision**

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

**Instructional Considerations**

- 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.
- Pilates principles of Breath, Fluidity, Centering, Balance, Concentration and Control should be the focus of the workout.
- 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.
- Students should be told that if anything hurts, stop the exercise immediately and ask for a modification or wait for next exercise.
- Students should be taught to use their breath and never to hold it.
- Pilates is intended to strengthen an ideal posture, creating a more injury-resistant body and making the practitioner stronger and more flexible.
- Pilates is a low rep but perfected execution work out.
- Teachers should start with the core work and teach stabilization before moving on to peripheral limbs.

**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.

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- Non-slip or “sticky” yoga mats should be used. Other mats such as gymnastics mats are suitable.
- Place mats with enough room for peripheral limb movement.
- Standing surfaces should be level and free from hazards.
- Appropriate equipment may include small apparatus such as small balls, large balls, dynabands, fitness circles, foam rollers.

## PLAYGROUND APPARATUS



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## Playground Apparatus

### *Suitable for Grades K-9*

The following sections must also be consulted:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

### Supervision

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

### Instructional Considerations

- Teach rules of playground safety including waiting your turn, slide down feet first, don't go up the slide ladder until the other person has gone down the slide, hold onto railing, sit down on swings and slides, don't climb outside the guardrails and keep away from swings and the bottom of slides. Never push or roughhouse on or near equipment. When jumping from equipment, ensure there are no other students in the way. Land on both feet with knees slightly bent.
- Children under age 5 should not be allowed on equipment higher than 1.5 m (5 ft.).
- Teachers and other children should not lift or "boost" other children up. If children (regardless of age) are unable to mount or climb up on the equipment without assistance, they should not be on the equipment.

### Equipment/Facilities

- Visually inspect apparatus and area for hazards prior to use.
- Ensure play area is free of obstacles that may cause falls.
- Ensure students are not wearing anything that could become entangled and strangle the child such as strings or drawstrings.
- Playground apparatus may be used in winter as long as landing surface remains appropriate.
- In winter, it is recommended that clips instead of strings are used to hold mittens and that neck warmers are used instead of scarves.



## RACQUET GAMES (COURT)



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### Racquet Games (Court)

*Paddleball (Suitable for ECS Programs & Grades K-12)*

*Racquetball • Handball (Suitable for Grades K-12)*

*Squash (Suitable for Grades 7-12)*

The following sections must also be consulted:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

#### 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.

#### Instructional Considerations

- Positioning and movement should be taught for singles and doubles.
- Code of etiquette for court play should be taught and enforced, e.g., not entering a court in use.
- When teaching skills, there should be adequate spacing for each student to make a free and uninterrupted swing.
- Benefits of protective eye gear should be communicated to students.
- Spectators should not be allowed on the court.
- 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.

#### Equipment/Facilities

- 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.
- Court boundary lines should be clearly defined.
- A safety procedure should be established for side-by-side courts in a gymnasium.
- When playing on an enclosed regulation court, protective eye gear must be worn.
- Students wearing eyeglasses should wear appropriate eye protection, e.g., shatterproof glasses.
- Balls should be appropriate to the skill level of students, e.g., tennis, foam balls, soft rubber or vinyl balls.

## RACQUET GAMES (NETS)



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## Racquet Games (Nets)

*Tennis • Pickleball • Paddle Tennis (Suitable for Grades K-12)*

*Badminton (Suitable for ECS Programs & Grades K-12)*

The following sections must also be consulted:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

### 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.

### Instructional Considerations

- Positioning and movement should be taught for singles and doubles.
- Code of etiquette for court play should be taught and enforced, e.g., not entering a court being used.
- When teaching skills, there should be adequate spacing for each student to make a free and uninterrupted swing.
- Benefits of protective eye gear should be communicated to students.
- No spectators should be allowed on the court.
- Court surfaces should be free of obstructions, e.g., ball not in use.

### Equipment/Facilities

- Racquets should have a good grip and be in safe playing condition.
- Court boundary lines should be clearly defined.
- A safety procedure should be established for side-by-side courts.

## RESISTANCE EXERCISING



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## Resistance Exercising *Suitable for Grades K-12*

The following sections must also be consulted:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

Resistance exercising programs for preadolescents and adolescents can be safe and effective if proper resistance exercising techniques and safety precautions are followed. Resistance exercising may include the use of body weight, weight machines, resistance tubing/bands, or free weights. The activities chosen should depend on students' age and maturity levels. Suggested guidelines are:

- Grades K - 6: Perform strength activities by using students' own body weight. Resistance tubing/bands can also be used for various activities, ensuring that they are being used properly and safely.
- Grades 7 – 9: Perform strength activities by using students' own body weight, resistance tubing/bands, weight machines or free weights. All activities should be restricted to light weights with high repetitions, ensuring proper technique is followed.
- Grades 10 – 12: Perform strength activities by using students' own body weight, resistance tubing/bands, weight machines or free weights. Students should be well supervised to ensure that proper technique is followed.

### Supervision

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

### Instructional Considerations

- When dealing with free weights and machines, students must be instructed in the proper lifting techniques, safety procedures and program progressions that are reflective of the student's weight, skill and age.
- A general strengthening program should address all major muscles groups and exercise through the complete range of motion.
- Specific strength training exercises should be learned initially with no load (resistance). Once the exercise skill has been mastered, incremental loads can be added.
- Student workouts should be with a partner.
- A buddy system must be used when lifting free weights over the body.

### Instructional Considerations for Using Resistance Bands or Tubing

- Bands come in a variety of resistance weights from light to heavy therefore allowing one to increase resistance as one progresses. Exercise tubing is also a very similar product that can be used in a similar method as resistance bands.
- Hold band securely on both ends.
- Focus on slow, controlled movements; don't let the band snap back into place.
- Never hyperextend (lock) a joint, i.e., always keep a slight bend in your knees and elbows.

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## RESISTANCE EXERCISING



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- Start with a lighter resistance band if just beginning.
- Maintain proper posture for the duration of the exercise.
- Focus on core stability by pulling the navel towards the spine.
- Perform exercises that help to balance your strength (e.g., do exercises for your front and back muscle groups).
- Instruct students to breath properly during the exercises and not to hold their breath.
- Dynabands are made of latex rubber. Check for students who may have allergies to latex.

### Equipment/Facilities

- All equipment should be cleaned after use.
- Weight room should be locked when unsupervised.
- Floor below free weight activities should provide sufficient traction so weights do not slide or roll.
- Weights and equipment not in use should be stored on appropriate racks and in such a way that they do not present a safety hazard.
- Suitable clothing and footwear should be worn, e.g., workout clothing and runners.

## RHYTHMIC GYMNASTICS



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## Rhythmic Gymnastics

### *Suitable for ECS Programs & Grades K-12*

The following sections must also be consulted:

All Physical Activities and Indoor Activities and, if applicable, Off-Campus Activities.

### Supervision

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

### Instructional Considerations

- 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., use of shorter ribbons, smaller or larger hoops, a variety of balls.

### Equipment/Facilities

- Music equipment should be in proper working order and a safe distance from activity.
- Rhythmic clubs should not be used unless the instructor and participant are experienced.
- Rhythmic clubs, ropes, ribbons and hoops should only be used in a gymnastics area with adequate height.
- Gymnasium or very large room, free from obstacles, should be used.
- Suitable clothing and footwear should be worn.

**RINGETTE  
(ICE)**



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**Ringette (Ice)**

*Suitable for Grades 4-12*

The following sections must also be consulted:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Winter Outdoor Activities and Off-site Activities.

**Supervision**

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

**Instructional Considerations**

- Body contact, stick-on-body contact, or stick-on-stick contact should not be allowed.
- A crease should be implemented for protection of the goalie.
- Other players' sticks should not be allowed in the crease.
- Players' sticks should remain below the waist at all times.
- All rules should be clearly outlined and enforced.

**Equipment/Facilities**

- Students must wear a CSA approved hockey helmet, facemask and skates.
- Goalies must wear a CSA approved hockey helmet and facemask.
- Students should only use regulation ringette sticks and rings.
- Sticks should be checked regularly for cracks and splinters.

## RUGBY (NON-CONTACT), FLAG RUGBY



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## Rugby (Non-Contact), Flag Rugby

*Suitable for Grades 4-12*

TACKLE RUGBY is not recommended in the physical education activity setting.

The following sections must also be consulted:

All Physical Activities and Outdoor Activities and, if applicable, Off-site Activities.

### 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.

### Instructional Considerations

- Skills should be taught in proper progression, e.g., lead-up rugby games such as keep away, speedball, relays, clear outs, three ball, two ball, walking rugby.
- Rules should be modified to accommodate ability/age/physical development, e.g., seven aside or ten aside games are suitable to this age group.

### Equipment/Facilities

- Use of rugby balls or footballs is appropriate.

## RUNNING

## WALKING



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## Running • Walking

### *Suitable for Grades K-12*

The following sections must also be consulted:

All Physical Activities, Outdoor Activities and, if applicable, Off-site Activities.

### Supervision

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

### Instructional Considerations

- Students should be informed of the route boundaries for the activity.
- Teacher should encourage the use of the buddy system. Establishing a rule that students are responsible for the student behind them will keep the group together.
- Do not walk in the street if traffic is present.
- Instruct students that if bothered by a dog, stop and tell them “No!” in a stern voice. Do not run.
- Instruct students to slow their pace if they begin feeling dizzy.

### Equipment/Facilities

- Prior to initial use of a route, teacher should do a safety check “walk through” to identify potential hazards.
- When choosing a route consider the following:
  - Walk or run on the left of a roadway facing traffic.
  - Precautions should be taken to avoid busy intersections as part of the route.
  - Avoid sidewalks with broken concrete or high curbs.
  - Avoid construction sites and congested streets.
- Students should not use audio devices with earphones.
- Reflective clothing or armbands can be worn to improve visibility in low-light conditions.
- Appropriate outdoor running and walking surfaces include sidewalks, grass, trails and pavement.



## SCOOPBALL



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## Scoopball

*Suitable for ECS Programs & Grades K-12*

The following sections must also be consulted:

All Physical Activities, Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

### Supervision

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

### Instructional Considerations

- Intentional contact should not be allowed, e.g., body-to-body or scoop-to-body.
- Teacher should stress student responsibility regarding the need for individual space.
- A crease should be implemented if a goalie is used in a game situation.
- Scoopball is an appropriate game to use as a lead-up to lacrosse or inter-lacrosse.

### Equipment/Facilities

- Goalie should wear a protective mask.

## SCOOTER-BOARDS



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## Scooterboards

*Suitable for ECS Programs & Grades K-12*

The following sections must also be consulted:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

### Supervision

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

### Instructional Considerations

- Students should not be allowed to stand on scooter boards.
- Adequate room for a slow-down or run-off area in relay-type activities should be provided.
- Intentional scooter-to-scooter contact should be discouraged.
- 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 scooterboards should not be allowed.

### Equipment/Facilities

- Scooterboards should be in good repair, e.g., no cracks, broken off edges, or loose wheels.
- Long hair should be tied back if student is lying on scooter.

## SCUBA DIVING IN POOLS



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Pool-based  
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## Scuba Diving in Pools

*Suitable for Grades 7-12*

See All Physical Activities, Pool-based Activities, and, if applicable, Off-site Activities.

### *Pool, Discover Scuba, or Try Scuba Experience or Introduction to Scuba Diving*

#### Supervision

- On-site supervision is needed following initial skill instruction and after all safety concerns have been emphasized.
- 1:16 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.
- 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), or equivalent.
- Check that service provider/instructor has an annual renewal sticker for the current year on their scuba instructor card.
- Note that the scuba instructor and the pool lifeguard on duty 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 should have own O<sub>2</sub> kit available on site at pool.

#### Instructional Considerations

- 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
  - Swimming with fins
  - Entry and exit methods and controlled descents
  - Equalization and importance of always breathing while underwater on scuba
  - Buoyancy control and importance of ascending slowly
  - Ditching the weight belt and establishing positive buoyancy at surface
  - Staying with group and dangers of not doing so
  - Hyperventilation
  - Inflating buoyancy compensator vest
  - 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.

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## SCUBA DIVING IN POOLS

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Pool-based  
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- 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.

### **Equipment/Facilities**

- 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.

## SCUBA DIVING, OPEN WATER



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Outdoor Education  
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## Scuba Diving, Open Water

### Dive Training – for “Open Water” Certification and/or Advanced Scuba Diving Courses

*Suitable for Grades 10-12*

The following sections must also be considered:

All Physical Activities, Outdoor Activities, Off-site Activities, and, if applicable, Outdoor Education.

#### Supervision

- On-site supervision is needed following initial skill instruction and after all safety concerns have been emphasized.
- In open water context, there should be at least 2 adult supervisors present, one of whom is the teacher responsible for the group. A ratio of 1:8 students to supervisors or less depending on the size of training area, presence of any currents/other hazards and maturity of students.
- Service provider 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), or equivalent.
- Check that service provider instructor has an annual renewal sticker for the current year on their scuba instructor card.
- Scuba instructor/assistant should be in-water supervising students at all times.
- Instructor must establish clear boundaries for the activity, especially depth, as follows:
  - 12 m (40 ft.) maximum for entry level diving courses
  - 18 m (60 ft.) maximum for full open water training and
  - 39 m (130 ft.) maximum for advanced or master diving courses.

#### Instructional Considerations

- 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
- Students must be capable swimmers. They should be able to swim 200 m (on their fronts, with reasonable strength and coordination, with their face frequently in the water and without swimming aids (e.g., no PFD or goggles/mask).
- Students must be taught safety related practices relevant to participation in scuba activity, including, but not limited to:
  - Buddy diving
  - Basic communications above and below the water (hand signals)
  - Buoyancy regulation and control
  - Importance of coming up slowly
  - Equalization
  - Importance of always breathing while underwater
  - Ditching weight belt in emergency and establishing positive buoyancy at the surface

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## SCUBA DIVING, OPEN WATER

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- Entry and exit methods and controlled descents
- Rescue techniques
- Potential marine hazards – appropriate to open water location
- Awareness of the hazards due to worsening weather, extreme tides, high winds, etc.
- Decompression tables or a reliable method of calculating decompression requirements.
- Prior to open water diving, students must receive full instructional program (classroom, pool and/or other controlled environment) and be successful in all assessments, knowledge quizzes, etc. before continuing in open water.
- No diving into caves, shipwrecks or under ice which prevents direct access to the surface or in conditions of significantly reduced visibility (e.g., less than 3 m) or at night unless the students are specifically trained for these situations, e.g., advanced or master diving courses.
- Students are to be directed not to collect any natural objects or relics while diving unless appropriate training has been obtained, e.g., search and recovery or underwater archaeology specialty, etc. If picking up anything to show to others it must be carefully replaced exactly where it was found.
- Students should be instructed regarding safety protocols for any hazards in the area (e.g., strong currents, dangerous marine life, entanglement hazards, potential boat traffic, worsening weather conditions, etc.).
- Use buddy system.
- Instruct students on conditions contributing to and treatment of hyperthermia and/or hypothermia.
- Complete dive log after each dive.

### **Equipment/Facilities**

- 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.
- Carrying of dive knives is recommended if site has substantial vegetation or fishing occurring in the area or other potential ensnarement risks.
- Each instructor must have and each diver should have a dive watch/bottom timer, depth gauge, compass, tank pressure gauge regulator, and octopus or alternate regulator.
- Ensure that the lake or ocean site has
  - Safe entry and exit points with minimal water movement
  - No obvious dangers such as boat traffic
  - Current less than 0.5 knot
  - Stable weather, wave and water conditions and no thunderstorms
  - Minimum visibility of 3 m (10 ft.) underwater.
- Instructor should have emergency plan appropriate for the open water site.
- Instructor must know the location of the nearest decompression chamber.

*Continued on next page*

## SCUBA DIVING, OPEN WATER

*Continued from previous page*



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Activities  
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Outdoor Activities  
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Off-site Activities  
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- Instructor should have an O<sub>2</sub> kit available on site of open water location.
- Decompression tables or a reliable method of calculating decompression requirements should be available.
- At the open water site, check the area for potential hazards. Put up a dive flag to warn boaters away from the area.
- If boat diving, the following is also recommended:
  - Visible dive flag, e.g., Alpha (blue and white) flag, in addition to the Diver Down (red and white) flag is recommended
  - Highly visible float with mermaid line
  - Descent/ascent line incorporating a safety stop facility
  - Ideally student's buoyancy compensators should be fitted with whistles
  - First aid and O<sub>2</sub> kit on board the boat would be ideal
  - Check that boat operator carries the basic boat safety gear on board, e.g., signalling device, spare paddle, bailer, life jackets, spare gas can, etc.

## SKATE-BOARDING



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Off-site Activities  
pg. 33-35

## Skateboarding

### *Suitable for Grades K-12*

The following sections must also be considered:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

### 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 – Grades 4-12*

- 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.

### Instructional Considerations

- Safety rules should be clearly outlined to students.
- Teacher should emphasize, “skateboard safely and always be in control”.
- Teacher should provide beginner skateboarders with their own designated area within the total area provided for the activity.
- Teacher should provide all skateboarders with basic instruction in motion, stopping, and turning.
- Teacher should provide all skateboarders with basic instruction in skateboarding 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”.
- Students should not use audio devices with earphones.
- Students should not be allowed to race, chase or play tag games.
- Skills 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 skateboard with a “buddy”.

### Equipment/Facilities

- Students must wear a correctly fitting approved CSA, ANSI, ASTM, or Snell helmet. Elbow pads, knee pads and wrist guards are recommended.
- Skating surface should be dry and free of obstacles and debris.

#### *On School Site*

- Teacher should designate a skateboarding area free from traffic and significant inclines.
- Level tarmac should be used where accessible.

#### *Off School Site*

- Teacher should carefully select routes based on length, paved surface, steepness (grade) and frequency of traffic.
- Teacher should follow all municipal by-law regulations pertaining to skateboarding, including skateboard parks.



## SKATING (ICE)

## Skating (Ice)

*Suitable for ECS Programs & Grades K-12*



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Outdoor Activities  
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Winter Activities  
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Off-site Activities  
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The following sections must also be considered:

All Physical Activities if applicable, Outdoor Activities, Winter Outdoor Activities, and Off-site Activities.

### Supervision

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

### Instructional Considerations

- Students and parents should be made 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.
- Parents should be informed (by letter at the elementary school level only) of their child's involvement in skating and the importance of wearing a helmet and proper hand covering (use Appendix A).
- Ice space should be divided to allow separate areas for varying skill levels from beginner to advanced.
- Teacher should stress skating technique - not speed - in all games, challenges, and drills.
- Activities should be taught only after students are able to start and stop safely.

### Equipment/Facilities

- Students must wear a CSA approved hockey helmet, properly fitted skates, and gloves or mitts.
- Students should be informed of how to transport skates safely.
- Before skating on outdoor ponds, ice safety must be determined. Teachers should contact local authorities for information.

## SKIING (ALPINE)

## SNOW- BOARDING



All Physical  
Activities  
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Outdoor Activities  
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Winter Activities  
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## Skiing (Alpine) • Snowboarding

### *Suitable for Grades 4-12*

The following sections must also be considered:

All Physical Activities and Outdoor Activities and Winter Outdoor Activities and Off-site Activities.

### Supervision

- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Suggested guidelines:
  - 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.
- Teacher or supervisor should establish check-in times during the day for all students.
- Supervisors' duties should be clearly outlined, e.g., circulating to all areas that students are using for skiing and snowboarding.
- Teacher/instructor must postpone activity if there is an indication of inclement weather severe enough to put student safety at risk.

### Instructional Considerations

- Students should be informed of the ski area boundaries.
- Students should be taught the importance of skiing/snowboarding in control at all times.
- 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 hot-dogging or jumping activities.
- Students should be familiar with Alpine Responsibility Code (including lift procedures), slope ratings and the role of the Ski Patrol.
- All students should be grouped appropriately and must participate in a lesson.
- Students should ski in areas identified as appropriate by the qualified ski instructor.
- Students should ski with others, preferably in groups of 3 or 4.

### 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.

**SKIPPING  
(ROPE)**



All Physical Activities  
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Indoor Activities  
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Outdoor Activities  
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Off-site Activities  
pg. 33-35

**Skipping (Rope)**

*Suitable for Grades K-12*

The following sections must also be considered:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

**Supervision**

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

**Equipment/Facilities**

- Ropes of appropriate length for size and ability of students should be used. 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.
- Hoops are appropriate for ECS Program students.
- Students should wear running shoes; not bare feet or socks.
- 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 cloth or plastic beaded ropes are recommended. Avoid rubber or vinyl ropes.

*Recommended Rope Length*

Grades	Rope Length in Feet	Rope Length in Centimeters
K-2	7 ft.	215 cm
2-4	7.5 ft.	230 cm
4-6	8 ft.	245 cm
7-9	9.5 ft.	260 cm

## SNORKELLING

### Snorkelling

*Pool (Suitable for Grades 4-12)*

*Open Water (Suitable for Grades 7-12)*



All Physical  
Activities  
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Pool-based  
Activities  
pg. 31-32



Outdoor Activities  
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Off-site Activities  
pg. 33-35



Outdoor Education  
Activities  
pg. 27-30

The following sections must also be considered:

All Physical Activities, Pool-based Activities and, if applicable, Outdoor Activities, Off-site Activities and Outdoor Education - Lake Swimming.

#### Supervision

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

##### *In pool*

- Constant visual supervision by a certified NLS Lifeguard is required
- In water that is shallow enough to stand up in - 1:16 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 work as a team for overseeing pool supervision and activities at all times.
- Use buddy system.

##### *For open water snorkelling:*

- At least two adult supervisors should be present. One supervisor should remain out of the water outfitted with snorkelling equipment.
- 1:12 ratio of instructor to students or less depending on the size of snorkelling area, presence of currents/other hazards, and maturity of students.
- Supervisors require awareness of conditions contributing to and treatment of hyperthermia and/or hypothermia.

#### Instructional Considerations

- Snorkelling should first be learned in a pool 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 keep water, tread water for 1 minute and swim 50 m (use Appendix P).
- 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
  - Staying with group and dangers of not doing so
  - Buddy system
  - Hyperventilation – shallow water blackout

*Continued on next page*



**All Physical Activities**  
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**Pool-based Activities**  
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**Outdoor Activities**  
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**Off-site Activities**  
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**Outdoor Education Activities**  
pg. 27-30

- Inflating life vest/snorkel vest, if worn
- Potential marine hazards
- Awareness of the hazards due to worsening weather, extreme tides, high winds, etc.
- Rescue techniques.

**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 snorkelling, 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.

**Snowshoeing***Suitable for ECS Program & Grades K-12*

All Physical  
Activities  
pg. 11-17



Outdoor Activities  
pg. 23-24



Winter Activities  
pg. 25



Off-site Activities  
pg. 33-35

The following sections must also be consulted:

All Physical Activities and Outdoor Activities and Winter Outdoor Activities and, if applicable, Off-site Activities.

**Supervision****Field Trips to Snowshoeing locations**

- In-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Suggested guidelines for qualified instructor to student ratio for day trips to commercial sites:
  - 1:8 ratio (ECS Programs)
  - 1:12 ratio (Grades 4 - 12)
- *Please note:* An additional equivalent ratio of participating adult:student ratio is recommended.
- When touring, sweep and leader roles should be established.

**Instructional Considerations**

- Teachers should familiarize students with the route and boundaries before allowing students to tour.
- Teachers should encourage use of a buddy system.

**Equipment/Facilities**

- Unless guided by qualified back-country guides, snowshoeing programs should occur only at designated snowshoe areas, community trails or in schoolyards.
- Snow conditions and weather conditions such as sun, wind and temperature must be checked before proceeding with a snowshoeing program. When temperatures are extreme (below -20°C including windchill), teachers should refrain from taking students snowshoeing.
- Instructors/leaders must ensure snowshoes are properly secured to boots.
- Snowshoeing should be restricted to non-avalanche terrain. A certified guide should be employed where avalanche terrain exists, but risk is minimal.

## SOCCER

## SOCCER- BASEBALL

## CRAB SOCCER



All Physical  
Activities  
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Indoor Activities  
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Outdoor Activities  
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Off-site Activities  
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## Soccer • Soccer-Baseball • Crab Soccer

### *Suitable for ECS Programs & Grades K-12*

The following sections must also be considered:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

### Supervision

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

### Instructional Considerations

- Slide tackling should not be used in activity.
- Tackling from behind should not be allowed.
- Time spent on heading drills should be limited. Heading drills should not be taught at the elementary school level.
- A goal crease should be established for indoor soccer. No other player except the goalie should be allowed in the crease.

### Equipment/Facilities

- Indoor soccer ball should be used for indoor soccer; Nerf soccer ball should be used for low organized games.
- Goalie should wear gloves.

## SOFTBALL

### T-BALL



All Physical  
Activities  
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Outdoor Activities  
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Off-site Activities  
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## Softball • T-ball

*Suitable for ECS Programs & Grades K-12*

### Softball, Lead-Up Games, e.g., Soccer-Baseball, Volley-Baseball, Scrub

The following sections must also be consulted:

All Physical Activities and Outdoor Activities and, if applicable, Off-site Activities.

#### Supervision

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

#### Instructional Considerations

- Students should be taught to lay down or drop the bat after hitting and to not release it during the follow-through of the swing.
- Non-fielding players should stand well back of the batter's box or behind a screen or fence. (Keep fingers away from the screen.)
- A commit line should be used at home plate.
- If an umpire is used, he/she should not be positioned behind home plate. He/she should stand behind the pitcher, behind the screen or outside the baselines.
- Back 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. Only a back catcher (not a catcher) should be used for in-class activity softball.
- Bats should be stored behind backstop when not in use.
- Students should not be allowed to slide into bases.
- Force play rule at all bases including home plate should be used.
- Students should be taught to use proper grip (not cross-handed) when batting.

#### Equipment/Facilities

- Bats should be free of cracks and have a proper grip.
- Aluminum bats should have adequate grip.
- Slow pitch balls or restricted flight balls only should be used.
- If using a regulation softball, batters and base runners should wear helmets, and fielders should wear gloves.
- Metal and compound cleats must not be worn.
- Molded baseball cleats or running shoes may be worn.
- For soccer-baseball or volley-baseball, do not use a bat.
- Catcher's mask and chest protector should be worn for softball and T-ball.
- Short bats with a wide diameter and larger lightweight balls are an appropriate adaptation for ECS Program students.



## TABLE TENNIS

## Table Tennis

*Suitable for Grades 4-12*



All Physical  
Activities  
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Indoor Activities  
pg. 19-20



Off-site Activities  
pg. 33-35

The following sections must also be considered:

All Physical Activities and Indoor Activities and, if applicable, Off-site Activities.

### Supervision

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

### Instructional Considerations

- Teacher should establish a careful routine for set-up and dismantling of tables.

### Equipment/Facilities

- Teacher should ensure that there is room for mobility around tables.

## TEAM HANDBALL



All Physical  
Activities  
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Indoor Activities  
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Outdoor Activities  
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Off-site Activities  
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## Team Handball

### *Suitable for Grades 3-12*

The following sections must also be consulted:

All Physical Activities And Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

### Supervision

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

### Instructional Considerations

- Body contact should not be allowed.
- Crease area should be clearly identified.
- Only the goaltender is allowed in the crease area.
- Rules for Grades 3-6 are different from those for Grades 7-12 and are available from the Alberta Team Handball Federation.
- Reduced size teams, e.g., five or six per side, 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.

### Equipment/Facilities

- Regulation team handball nets should be safely stored when not in use.
- Goals that are not fastened to the floor or wall should be used.
- Ball hockey nets may also be used as goals.
- Gymnasium or flat grassed surface can be used.
- A Nerf, rhino skin, poof or other foam-filled ball should be used (ideal size 5½ in.) for Grades 3-6 and instructional purposes for Grades 7-9.
- Inflated regulation balls should be used for Grades 10-12 and for extra curricular junior high activities.
- Mini handball goals, wall mats, floor/ball hockey nets, or pylons should be used for Grades 3-6.
- Regulation handball nets should be used for Grades 7-12 or improvise with a safe alternative, e.g., wall mats.

## TETHERBALL



All Physical  
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Outdoor Activities  
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Off-site Activities  
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## Tetherball

*Suitable for ECS Programs & Grades K-12*

The following sections must also be consulted:

All Physical Activities and Outdoor Activities and, if applicable, Off-site Activities.

### Supervision

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

### Equipment/Facilities

- Tetherball should be in good repair, with properly working connections at ball and at pole.
- Rope should be in good repair and without excessive fraying.
- Teacher should check pole periodically. A pole with a severe lean or that's loose at the base must be repaired.
- Tetherball poles should be situated away from traffic areas and areas where other games are played, e.g., volleyball, four square, basketball.
- Tetherball games should not be played in slippery, wet conditions.

**Tobogganing*****Suitable for ECS Programs & Grades K-12***

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Activities  
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Outdoor Activities  
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Winter Activities  
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Off-site Activities  
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The following sections must also be considered:

All Physical Activities and Outdoor Activities and Winter Outdoor Activities and, if applicable, Off-site Activities.

**Supervision**

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

**Instructional Considerations**

- Students must not stand on toboggans. They should be seated or kneeling.
- Students should not be allowed to push others or run up sliding area.
- 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. Teacher should ensure an appropriate number of children are on each toboggan.
- A safe procedure for students to clear bottom area and to return to top of hill should be established.
- Students should not be allowed to ride toboggans over jumps or obstacles.

**Equipment/Facilities**

- Toboggan must be in good repair with no jagged edges.
- Flying saucers, tubes and crazy carpets should not be used.
- Students should be informed of the boundaries for activity.
- Teacher should consider the following conditions when choosing a site: sun, wind, wind chill and snow conditions as well as suitability of terrain.
- Snow should be packed, but not icy, with a grade of incline no greater than 30 degrees.
- 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.
- Area should be designated a “tobogganing area”.
- Top of slope should have a level take-off/launch area.
- The steeper the slope angle, the shorter the slope length should be.

## TRACK AND FIELD - DISCUS



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Off-site Activities  
pg. 33-35

## Track and Field - Discus

*Suitable for Grades 7-12, or Grades 4-12 with modified discus-type implements*

The following sections must also be considered:

All Physical Activities and Outdoor Activities and, if applicable, Off-site Activities.

### Supervision

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

### Instructional Considerations

- Safe throwing and retrieving procedures should be taught and enforced.
- Alternate screening (e.g., baseball backstop) should be used when appropriate throwing cage is not available.
- Students should be in a designated safe zone when not throwing.
- Students should be allowed to select the type/size of discus that feels most comfortable to hold and throw.
- All implements should be transported safely to and from throwing area.
- Students should only have an implement when it is their turn to throw.
- Students should not be allowed to turn (spin) more than 90 degrees in the throwing action.
- Discus must only be thrown in one direction, free of traffic.

### Equipment/Facilities

- Implements may include wood/metal (outdoor) discus, rubber (indoor) discus, rubber deck ring or hula hoop. They should be of a size and weight appropriate for the age and ability of the student.
- Implements should not be cracked, chipped or otherwise damaged, and checked regularly.
- Throwing area should be free of obstacles and completely closed to traffic, i.e., other activities must not be located in the area where discus is taking place.
- The landing area should be well marked and void of people during the activity.
- The throwing area should provide safe footing.
- 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 under these conditions.
  - Towel or rag should be available for drying the implements.

## TRACK AND FIELD - HIGH JUMP



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Outdoor Activities  
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Off-site Activities  
pg. 33-35

## Track and Field - High Jump

### *Suitable for Grades 4-12*

The following sections must also be considered:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

### 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.

### Instructional Considerations

- Bar monitors should stay in front and off to the side of standards at all times.
- Short, controlled approaches should be taught.
- If a student is using the “flop” style, encourage take-off closer to the nearest upright on approach.
- Observe proper lifting technique (using legs and keeping back straight) while moving heavy high jump mats.

### Equipment/Facilities

- 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. Use a mat with a minimum size of 1.5 m x 3 m x 60 cm (5ft. x 10ft. x 24in.) for secondary students doing back layout technique.
- Standard gymnasium mats should be placed around the landing surface with no gaps and should cover the bases.
- If two jumping pits are used side by side they should be securely fastened together and be of the same thickness and compaction rating.
- Landing mats and velcro mats should be firmly secured and should not slide when landed on. Teacher should frequently check and fix position of mats.
- Fiberglass or alternative crossbars (e.g., elastic) are recommended during in-class activities.
- Metal crossbars should not be used.
- Crossbars should be inspected for cracks before use.
- Standards should be weighted at base so they do not tip over easily.
- Landing mats should be inspected regularly for damage.
- Indoor and outdoor approach area should be clear, smooth, dry and traffic-free.
- For indoor jumping, the floor should provide a suitable surface to prevent slipping.

## TRACK AND FIELD - HURDLES



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Activities  
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Indoor Activities  
pg. 19-20



Outdoor Activities  
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Off-site Activities  
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## Track and Field - Hurdles

*Suitable for Grades 7-12, or Grades 4-12 with modified hurdles*

The following sections must also be considered:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

### 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.

### Instructional Considerations

- Students should be instructed on how to set up hurdles so that knocked hurdles will not resist their fall.
- Students must run in one specified direction.
- When students take turns, teacher should ensure they do not follow too closely behind each other.
- Heights and distances should be modified to accommodate different ability levels.

### Equipment/Facilities

- Hurdles should be inspected to ensure stability and that there are no splinters, cracks or other hazards.
- Teacher should use “scissor” hurdles, light hurdles or loose crossbars for activity room instruction.
- Track spikes should not be worn.
- The hurdle activity can be modified by using a variety of types of equipment over which students can practice the hurdling actions, e.g., skipping ropes, two pylons with a stick, or a standard hurdle.

## TRACK AND FIELD - JAVELIN



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Outdoor Activities  
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Off-site Activities  
pg. 33-35

## TRACK AND FIELD - POLE VAULT

### Track and Field - Javelin

*Suitable for Grades 10-12, Grades 4-12 with modified javelin-type implements*

The following sections must also be considered:

All Physical Activities and Outdoor Activities and, if applicable, Off-site Activities.

#### Supervision

- Constant visual supervision is recommended when using regulation javelin.
- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized when using javelin-type implements.

#### Instructional Considerations

- 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.
- Students should be in a designated safe zone when not throwing.

#### Equipment/Facilities

- Javelin-type implements (e.g., regulation javelin, Turbo javelin or wooden dowel) should be of appropriate size, weight and material for age and ability of students.
- Landing area should be well marked and void of people during activity.
- 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 under these conditions.
  - Towel or rag should be available to dry the implement.

### Track and Field - Pole Vault

**NOT RECOMMENDED**

**POLE VAULT is not recommended in the physical education activity setting.**



## TRACK AND FIELD - SHOT PUT



All Physical Activities  
pg. 11-17



Indoor Activities  
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Outdoor Activities  
pg. 23-24



Off-site Activities  
pg. 33-35

## Track and Field - Shot Put

*Suitable for Grades 7-12, or Grades 4-12 when using modified shot-type implements*

The following sections must also be considered:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

### Supervision

- Constant visual supervision is recommended for initial skill instruction when using regulation shot.
- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized when using shot-type implements.

### Instructional Considerations

- 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.
- Students should be in a designated safe zone when not throwing.
- Standing shot put technique only (no spin) should be taught.

### Equipment/Facilities

- Shot or shot-type implement should be of appropriate size, weight and material for students (e.g., softballs, other types of light ball).
- Only shots designed for indoor use should be used in the gymnasium.
- Landing area should be well marked and void of people during activity.
- 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 under these conditions.
  - Towel or rag should be available to dry the implement.

**TRACK AND  
FIELD -  
TRACK  
EVENTS**



All Physical  
Activities  
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Indoor Activities  
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Outdoor Activities  
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Off-site Activities  
pg. 33-35

**Track and Field - Track Events**

*Sprints (Suitable for ECS Programs & Grades K-12)*

*400 m (Suitable for ECS Programs & Grades K-12)*

*800 m (Suitable for Grades 1-12)*

*1500 m (Suitable for Grades 4-12)*

*3000 m (Suitable for Grades 4-12)*

*Relays (Suitable for ECS Programs & Grades K-12)*

The following sections must also be considered:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

**Supervision**

- On-site supervision is recommended for sprints and relays following initial skill instruction and after all safety concerns have been emphasized.
- In-the-area supervision is recommended for middle distances (400 m, 800 m and 1500 m).
- When running distances of 400 m or greater, students should run in pairs or groups.

**Instructional Considerations**

- For distance running practice, length of route should be appropriately modified for the age and ability level of students taking 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.

**Equipment/Facilities**

- Plastic or aluminum batons should be used for relays.
- Students running off-site for practice should use an approved route.
- “Blacktop” strips and open fields may be used if areas are suitable, smooth, clean, level and provide safe footing.
- Run out areas should be in place for all running events.
- Spikes of any kind should not be worn.

**TRACK AND  
FIELD -**

**TRIPLE JUMP •  
LONG JUMP**



All Physical  
Activities  
pg. 11-17



Indoor Activities  
pg. 19-20



Outdoor Activities  
pg. 23-24



Off-site Activities  
pg. 33-35

**Track and Field - Triple Jump • Long Jump**

*Triple Jump (Suitable for Grades 4-12)*

*Long Jump (Suitable for Grades K-12)*

The following sections must also be considered:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.

**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.

**Instructional Considerations**

- When initially preparing students for triple jump, practice jump sequence away from pit, i.e., on grass or in gymnasium.
- Students should refrain from jumping if there are slippery conditions.
- A jumping procedure should be established, e.g., remove a cone from the take-off board when ready.
- Students should be trained to:
  - Begin raking after student is out of the pit.
  - Rake and remove rake before the next student begins their approach.
  - Rake sand into the middle as opposed to out to the sides.
  - Hold rake prongs downward.

**Equipment/Facilities**

- Rake, shovel, or spade should be kept away from the landing pit and run up area when not in use.
- Rake, shovel, or spade should be free of splinters.
- Take-off area should be firm, flat and swept if “blacktop”. Boards must be firmly attached.
- Landing area should be well raked and free of debris.
- Pit should be filled with sand to a depth of 30 cm.
- Pit should be a minimum width of 1.8 m and it must be long enough to accommodate the longest jumper. There should be a maximum of 0.5 m between takeoff board and front edge of pit.
- Landing pit should be maintained throughout the season and after any heavy rain.
- Landing pits should not be located in high traffic areas or near other activity sites, e.g., ball diamonds.
- No spikes of any kind should be worn.

## TRIATHLON - SWIM, BIKE, RUN



All Physical  
Activities  
pg. 11-17



Outdoor Activities  
pg. 23-24



Pool-based  
Activities  
pg. 31-32



Off-site Activities  
pg. 33-35

## Triathlon - Swim, Bike, Run

### *Suitable for Grades 4-12*

The following sections must also be consulted:

All Physical Activities, Outdoor Activities and Pool-based Activities and, if applicable, Off-site Activities.

### 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.

### 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 Swim to Survive Standard, a sequence of three skills: roll into keep water, tread water for 1 minute and swim 50 m (use Appendix P).
- Students should practice with a partner in all three events.
- A record of students running and cycling, and the route they will be traveling, should be left in the school with the appropriate staff.
- Teacher should modify length of routes and swims to accommodate practicing and differences in age, ability and physical development.
- 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.

### Equipment/Facilities

- Regular inspection of bicycles should be done to ensure that they are in proper working order prior to use.
- Bicycle size should be appropriate for the student.
- Correctly fitting approved bicycle helmets must be worn, i.e., 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, 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.

**ULTIMATE  
(DISC  
THROWING  
GAME)**



All Physical  
Activities  
pg. 11-17



Outdoor Activities  
pg. 23-24



Off-site Activities  
pg. 33-35

**Ultimate (Disc throwing game)**

*Suitable for Grades K-12*

The following sections must also be considered:

All Physical Activities and Outdoor Activities and, if applicable, Off-site Activities.

**Supervision**

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

**Instructional Considerations**

- Body contact should not be allowed.

**Equipment/Facilities**

- 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.
- Use of a disc weighing more than 175g is not recommended.
- Metal cleats should not be worn.

## UNDERWATER HOCKEY



All Physical  
Activities  
pg. 11-17



Pool-based  
Activities  
pg. 31-32



Off-site Activities  
pg. 33-35

## Underwater Hockey *Suitable for Grades 4-12*

The following sections must also be considered:

All Physical Activities and Pool-based Activities and, if applicable, Off-site Activities.

### Supervision

- Constant visual supervision for a certified NLS Lifeguard is required.
- On-site supervision by teacher is recommended after all safety concerns have been emphasized following initial skill instruction and after all safety concerns have been emphasized.
- 1:16 ratio of instructors to students in water that is shallow enough to stand up in, depending on the configuration of pool and maturity level of students.
- Note that instructor and pool lifeguard on duty work as a team responsible for overseeing in-water activities at all times.
- Instructor/teacher should be in the water supervising students at all times with snorkel gear.

### Instructional Considerations

- 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 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 (use Appendix P).
- Students should be introduced to basic skills related to safe participation in the activity of underwater hockey play. This may include:
  - Pre-dive gear assembly and check for proper functioning and fit
  - Basic care and maintenance of snorkel and underwater hockey equipment
  - Basic hand signals from players and from referee
  - Clearing the mask and snorkel
  - Equalization
  - Swimming with fins
  - Entry and exit methods and surface diving.

### Equipment/Facilities

- Ensure that students have proper fitting masks, snorkels and fins.
- Service provider, usually an underwater hockey coach or swim instructor checks and provides students with properly fitting snorkel gear (mask, snorkel, fins) in addition to underwater hockey equipment (gloves, hockey stick, weighted puck).

**VOLLEYBALL**  
**NEWCOMBE**  
**BALL**  
**OUTDOOR**  
**VOLLEYBALL**

**Volleyball • Newcombe Ball • Outdoor Volleyball**

*Suitable for Grades K-12*

The following sections must also be considered:

All Physical Activities and Indoor Activities or Outdoor Activities and, if applicable, Off-site Activities.



All Physical  
Activities  
pg. 11-17



Indoor Activities  
pg. 19-20



Outdoor Activities  
pg. 23-24



Off-site Activities  
pg. 33-35

**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.
- Constant visual supervision is recommended if students are involved in setting up and putting away standards (poles).

**Instructional Considerations**

- Students should be instructed in set-up and take-down of nets.
- Diving should not be included as part of program for elementary school students.
- Drills should be organized to minimize the risk of being hit with an errant ball.

**Equipment/Facilities**

- Standards should be stored in a safe manner.
- Nets should have no exposed frayed wires.
- Standards should be padded, including cranks and supports, from the floor up to the bottom of the net.
- Students should not climb standards, but should use a chair or other apparatus to assist with placing net.
- When possible, guy wires should not be used to support standards to the wall or ground.
- Antennae should be flush with the bottom of the net.
- Ball should be appropriate for age and ability of students.
- Sand volleyball courts should have a sufficient amount of sand so that there are no bare or hard dirt areas.

## WALL CLIMBING



All Physical  
Activities  
pg. 11-17



Indoor Activities  
pg. 19-20



Outdoor Activities  
pg. 23-24



Pool-based  
Activities  
pg. 31-32



Off-site Activities  
pg. 33-35

## Wall Climbing

*Suitable for Grades 4-12*

The following sections must also be consulted:

All Physical Activities and Indoor Activities or Outdoor Activities or Pool-based Activities and, if applicable, Off-site Activities.

### Supervision

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Suggested 1:10 ratio of certified instructors to students.
- Indoor climbing instructors must be certified with Indoor Climbing Gym Instructor I.

### Instructional Considerations

- All students must receive formal instruction.
- Lead climbing or protection placement by students must not be allowed.
- Teacher/instructor should be familiar with the climbing facility.
- Students should be allowed to select the challenge of their choice, as long as they do not exceed their own limits.

### Equipment/Facilities

- Ropes and associated climbing equipment designed specifically for wall climbing must be used.
- A correct base anchor plate belay system or belay off the harness, incorporating a mechanical belay system must be used, e.g., Gri Gri, Sticht plate, ATC, or Tuber type of belay device.



## WATERPOLO



All Physical  
Activities  
pg. 11-17



Pool-based  
Activities  
pg. 31-32



Off-site Activities  
pg. 33-35

## Waterpolo

*Suitable for Grades 7-12*

The following sections must also be considered:

All Physical Activities and Pool-based Activities and, if applicable, Off-site Activities.

### Supervision

- Constant supervision by a certified NLS Lifeguard is required.
- On-site supervision by a teacher is recommended following initial skill instruction and after all safety concerns have been emphasized.

### Instructional Considerations

- 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 50 m (use Appendix P).
- Fingernails and toenails should be closely trimmed.
- Weaker swimmers can be supported by use of a lifejacket/PFD.

**Windsurfing***Suitable for Grades 7-12*

All Physical  
Activities  
pg. 11-17



Outdoor Activities  
pg. 23-24



Off-site Activities  
pg. 33-35

The following sections must also be considered:

All Physical Activities and Outdoor Activities and Off-site Activities.

**Supervision**

- On-site supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- 1:20 ratio of instructors to students. Student should be working with a partner.
- Each instructor should supervise only one activity or group.
- A motorized rescue craft must be accessible.

**Instructional Considerations**

- Prior to participating in boating activities, students should demonstrate the three skills of the Swim to Survive Standard (use Appendix P) while wearing a properly fitted PFD.
- Students should be familiar with emergency procedures and self-rescue skills related to the facility.
- Students should be familiar with basic first aid and hypothermia.
- Teacher/instructor should be aware of and consider weather and water conditions.

**Equipment/Facilities**

- All participants must wear an approved PFD.
- Suitable swimwear should be worn.



All Physical  
Activities  
pg. 11-17



Indoor Activities  
pg. 19-20



Off-site Activities  
pg. 33-35

## Winterball

### *Suitable for Grades K-12*

The following sections must also be considered:

All Physical Activities and Indoor Activities and, if applicable, Off-site Activities.

### Supervision

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

### Instructional Considerations

- When progressing through the different skill sets and playing an actual game, the catcher should be located a safe distance behind home plate. A catcher is not intended to catch the pitch but rather retrieve the ball.
- Students should be taught to lay down or drop the bat after hitting, and not to release it during the follow-through of the swing.
- Instruct students regarding proper positioning of fingers when catching or fielding a ball. When catching a ball, fingers should be pointed up when the ball comes above the waist and fingers should be pointed down when the ball comes below the waist. When fielding ground balls, make sure the students keep their fingers pointing down and use soft foam balls until students get used to the movement.
- Make sure students are aware of other students when swinging a bat. Students waiting to hit should stand well back of the batting area.
- During the game, make sure bases are clear to allow students to run around the bases without bumping into anyone.
- Students should not be allowed to slide into the bases.
- Make sure students are aware of loose balls rolling around as they are running.
- During game activity, instruct students to throw the balls at the target only and not at other students. When students retrieve balls, make sure they are careful not to be hit.

### Equipment/Facilities

- The Winterball Kit (equipment bag) is provided from Baseball Alberta and contains 6 different balls (varying in hardness), 4 foam baseball bats, 2 batting tees, bases and markers which are all safety approved.
- Baseball gloves are optional; they are not necessary as provided balls are soft.
- Soft foam balls should be used for Grades K-4. Grades 5 and 6 could move onto harder foam baseballs once they get used to the movement.
- Only the foam bats that are provided should be used. Aluminum or wood bats should NOT be used.
- In situations where a student's follow through (batting, throwing) could result with contact to a wall or stage, students should be at least 2 m from the wall.
- Catcher must wear a face mask.

## WRESTLING



All Physical  
Activities  
pg. 11-17



Indoor Activities  
pg. 19-20



Off-site Activities  
pg. 33-35

## Wrestling

### *Suitable for Grades 4-12*

The following sections must also be considered:

All Physical Activities and Indoor Activities and, if applicable, Off-site Activities.

### Supervision

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

### Instructional Considerations

- Skills should be taught in proper progression, i.e., should proceed from parterre “down” to “standing” moves.
- Parterre “down” wrestling recommended for Grades 4-6.
- Warm-up activities should emphasize conditioning and flexibility.
- Students should be informed of rules pertaining to illegal moves.
- Students should wrestle with partners of similar weight and/or strength.
- Fingernails should be closely trimmed.
- Students with communicable skin conditions must not wrestle.
- Students should not be allowed to “bridge” on head or neck as a warm-up drill.

### Equipment/Facilities

- 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.);
  - Sarneige 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.
- Area surrounding mats must be free of obstruction/hazards.
- Suitable clearance should be allowed from the edge of wrestling area to the surrounding walls. If clearance from wrestling area is less than 2 m (6½ ft.), walls should be padded.
- Eyeglasses should not be worn when wrestling.
- Suitable clothing should be worn, e.g., appropriately sized singlets.
- Wrestling shoes or other appropriate footwear must be worn, e.g., no sharp edges, lace tips.

## YOGA



All Physical  
Activities  
pg. 11-17



Indoor Activities  
pg. 19-20



Off-site Activities  
pg. 33-35

## Yoga

### *Suitable for Grades K-12*

The following sections must also be considered:

All Physical Activities and Indoor Activities and, if applicable, Off-site Activities.

### **Supervision**

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

### **Instructional Considerations**

- Beginner postures should be identified as such.
- Teaching of beginner poses is recommended.
- If advanced poses are taught, such as inverted postures from the shoulders, head, neck or hands, they should not be taught until students have acquired sufficient skill and core strength as demonstrated in prerequisite postures.
- 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.

### **Equipment/Facilities**

- Comfortable, stretchy clothing should be worn.
- Bare feet are recommended for the practice.
- 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.



**Appendices**

The following appendices provide sample forms, checklists, plans, precautions, policies, letters, and contacts for teacher use. Teachers should customize each to satisfy the needs of the school board and students relative to physical activity-specific needs, risk levels and safety concerns.

## APPENDIX A

### SAMPLE INFORMATION LETTER TO PARENTS/GUARDIANS

*The information requested on this form is collected pursuant to the School Act, notably Section 18, and the Freedom of Information and Protection of Privacy (FOIPP) Act. Information acquired through this form is restricted to Division personnel responsible for administering and teaching physical education programs. It is to be used for identifying possible safety and risk of injury concerns that may be associated with certain physical activities.*

*Individual schools should highlight various curricular physical education topics and identify unique programs that take students into the immediate community, e.g., cross-country running and skating are important components of the physical education program (this does not include downhill skiing, etc. which are bus trips requiring parent/guardian consent forms). Please be advised that these activities will take your child off the school grounds. Supervision will be provided. Schools should identify examples of intramural activities that may be offered to students during the school year.*

Dear Parent/Guardian:

Vigorous physical activity is essential for normal, healthy growth and development. Growing bones and muscles require not only good nutrition, but also the stimulation of vigorous physical activity. Active participation in games, dance, gymnastics, individual and outdoor pursuits provide opportunities for students to gain the confidence necessary to pursue a physically active lifestyle. Physical education helps them understand and make decisions regarding personal fitness as well as develop an appreciation for the value of physical activity in their daily lives.

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

- a) An annual medical examination.
- b) Appropriate attire for safe participation (T-shirt, shorts or track pants and running shoes). Hanging jewellery must not be worn. Jewellery which cannot be removed and which presents a safety concern must be covered with tape.
- c) The wearing of an eyeglass band and/or shatterproof lenses if your child wears glasses that cannot be removed during physical education activities.
- d) The wearing of sun protection for all outdoor activities.
- e) Safety inspection at home of any equipment brought to school for personal use in activity, e.g., skis, skates, helmets, etc.

Please complete the attached medical information form and have your child return it to his/her teacher. If you require further information, please contact the school.

#### **Elements of Risk Notice**

*There is an element of risk in every athletic activity. The safety and well-being of students is a prime concern and attempts are made to manage the foreseeable risks inherent in physical activity by taking appropriate precautions.*

*However, due to the very nature of some activities, the risk of injury may increase. Injuries may range from minor sprains and strains to injuries more serious in nature.*



# APPENDIX B - SAMPLE MEDICAL INFORMATION FORM

Name of Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Student's Alberta Health Care Number (optional): \_\_\_\_\_

Teacher: \_\_\_\_\_

Family Physician: \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_

Family Contact Person: \_\_\_\_\_ Phone: (\_\_\_\_) \_\_\_\_\_

I would like to inform the school about these facts pertaining to my child's physical/medical condition related to his/her participation in Physical Education Curricular and Intramural Programs.

Please indicate (check the box) if your son/daughter/ward has been subject to any of the following and provide pertinent details:

- epilepsy
- diabetes
- orthopedic problems (e.g., knee)
- cardiovascular conditions (heart / blood pressure)
- asthma, allergies
- head or back conditions or injuries (in the past two years)
- arthritis or rheumatism
- chronic nosebleeds
- dizziness
- fainting
- headaches, concussions
- dislocated shoulder
- hernia
- swollen, hyper-mobile or painful joints

Pertinent details: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What medication(s) should the student have on hand during the activity?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who should administer the medication?

\_\_\_\_\_  
\_\_\_\_\_

*Continued on next page*

*Continued from previous page*

I, the parent/guardian, give permission for the teacher to administer this medication(s) to the student as directed or needed.

Signature: \_\_\_\_\_

Or

Although the student can under normal circumstances administer his/her own medication, I, the parent/guardian, give permission for the teacher to administer the medication if an injury/illness prevents the student from doing so themselves.

Signature: \_\_\_\_\_

Does the student wear a medic alert bracelet \_\_\_\_\_, neck chain \_\_\_\_\_, or carry a medic alert card \_\_\_\_\_?

Yes  No

If yes, please specify what is written on it:

\_\_\_\_\_

Does the student wear eyeglasses or contact lenses?

Yes  No

If yes, please specify.

\_\_\_\_\_

Other relevant medical condition(s) that will require modification of the program, or specific activities that the student should not participate in (please provide medical reason):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I acknowledge that the information I have provided is correct and give consent to the school to use the above information for the purposes described above for the 20\_\_-20\_\_ school year.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### **FREEDOM OF INFORMATION NOTICE**

***The information provided on this form is collected pursuant to the Board's education responsibilities as set out in the School Act and its regulations. This information is protected under the Freedom of Information and Protection of Privacy Act and will be utilized only for the purposes related to the Board's Policy on Risk Management. Any questions with respect to this information should be directed to your school principal.***

## APPENDIX C - FIRST AID KIT CONTENTS

The following are sample first aid kits. Having a first aid kit on-site and accessible is essential no matter what activity you are involved in; being prepared with the necessary supplies will increase the likelihood of a safer activity. The Basic First Aid Kit is the minimum recommended for elementary schools while the Athletic First Aid Kit should be considered for junior and senior high schools. These lists are not meant to be all-inclusive, but are meant to provide an idea of the variety of supplies that are needed depending on the athletic activities involved and the number of participants. Quantities of items are kept small to ensure that the kit is not over-packed; however, these supplies must be replaced and the kit restocked after each use.

Basic First Aid Kit	
Antibiotic Ointment	1
Antiseptic Towelettes	20
Sting Stop Swabs	6
Bandaid Butterfly Closures	5
Fingertip Bandages	20
Strip Bandages	50
Compress 4" x 4" Sterile	1
Compress 6" x 4" Sterile	2
Pressure Bandage w/ Ties	1
Gauze 2"x2" Sterile	5
Gauze 4"x4" Sterile	5
Roll Gauze 4'x 4.5 YD	2
Triangular Bandages	6
Tensor 3"x 5 YD	1
Tensor 6"x 5 YD	1
Large Latex Gloves	2 prs.
7 ½" Bandage Scissors	1 pr.
4 ½" Tweezers	1 pr.
Abdominal Pad 5"x 9"	1
Trainer's Tape 1 ½"x 15 YD	1
Bleached Tape 1"x 5 YD	1
First Aid Pocket Guide	1
CPR Barrier	1
Instant Cold Pack	2
Instant Warm Pack	2
Assorted Safety Pins	12

Athletic First Aid Kit	
Knuckle Bandaids	25
Regular Bandaids	25
Coverstrips (Steri-Strips)	2 pk.
Alcohol prep pads	10
Sterilized Tongue Depressors	10
Plastic Ice Bags	10
Black-handled Utility Scissors	1pr.
5.5" Bandage Scissors	1 pr.
Shark Tape Cutters	1 pr.
Disposable Penlight	1
Powdered Latex Gloves (M)	2 prs.
Athletic Tape (1.5" x 5 yds.)	5 rolls
Pro-Wrap (Underwrap Foam)	2 rolls
Heavyweight Tape (3" x 5 yds.)	2 rolls
4" width Tensor Bandages	2
Triangular Bandages (Slings)	3
3" width Rolled Kling Gauze	2 rolls
Sterilized 3x3" Gauze Pads	10
Foam 3x3" Heel & Lace Pads	20
Moleskin (3"x16")	1 sheet
Adhesive Felt (4"x5.5"x1/8")	2 sheets
Adhesive Foam (4"x6"x1/8")	2 sheets
Tuf-Skin (40z. can)	1
Skin-Lube (2.75 oz. tube)	1
Savlon Germicide (100 ml)	1
Tiger Balm (3 oz. jar)	1
Nailclippers	1
Safety Pins (assorted sizes)	10
Disposable Razor	1
Pad of Paper and Pen	1
Instant Cold Pack	1

Athletic first aid kits and supplies are available from the Sport Medicine Council of Alberta (SMCA). For more information, call (780) 415-0812 or visit their web site at [www.SportMedicineCouncilofAlberta.ca](http://www.SportMedicineCouncilofAlberta.ca).

## APPENDIX D - SAMPLE EMERGENCY ACTION PLAN

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. For that to happen efficiently and effectively, you should be prepared with an **Emergency Action Plan**.

The following is a sample:

### **You should know the following information:**

1. Location of and access to the first aid kit
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:**

1. Initially, when coming in contact with the injured student, take control and assess the situation. Exercise universal precautions related to blood/body fluids (see Appendix S).
2. Keep in mind the following:
  - DO NOT MOVE THE INJURED STUDENT.
  - IF A STUDENT CANNOT MOVE BY HIMSELF/HERSELF, DO NOT MOVE THE BODY PART FOR HIM/HER.
3. Instruct any bystanders to leave the injured student alone.
4. Do not remove the student's equipment unless emergency treatment is required, e.g., cardiopulmonary resuscitation (CPR) or artificial respiration (AR).
5. Assess the injury. Evaluate the severity of the injury and decide if further assistance is required.
6. If an ambulance is not needed, decide what action is to be taken to remove the injured student from the playing surface.
7. If an ambulance is required:
  - a) Request assistance from another person
  - b) Have this person call an ambulance with the following information:
    - i. the nature of the emergency
    - ii. precise location, including address and access routes, e.g., closest cross streets
    - iii. the phone number of your location
  - c) Report back to confirm that the call has been made and give estimated time of ambulance arrival

*Continued on next page*

*Continued from previous page*

- d) Have one person go to the access entrance and wait for the ambulance.
8. 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.
9. Do not provide the injured student with food or drink, unless otherwise indicated by situation, e.g., diabetes, hypothermia, and dehydration.
10. Stay calm. Speak reassuringly.
11. 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.
12. 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.
13. The parent/guardian of the injured student must be contacted as soon as possible after the injury.
14. Complete an accident/incident report and file with appropriate board official and school administrator.
15. 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 (see following page for sample Emergency Protocol Card)*

# APPENDIX E - EMERGENCY PROTOCOL CARD

Each first aid kit should have an Emergency Protocol Card for respondents to use in dealing with an emergency situation. It should also be posted by all phones near the area of activity. This information should be conveyed to emergency personnel over the phone if an accident occurs:





<b>Emergency Protocol Card</b>	
1.	Dial the Emergency Phone Number, e.g., 911 or _____
2.	Give the specific address of facility and location of access doors: _____ _____ _____
3.	Give them specific instructions/directions to location of casualty
4.	Tell them the nature of the injury
5.	Report back to the teacher/coach
6.	Meet ambulance
<b>Other Emergency Numbers</b>	
	Hospital: _____
	Police: _____
	Fire Department: _____
	Poison Control Centre: _____

# APPENDIX F

## K-12 PHYSICAL EDUCATION PROGRAM OF STUDIES

### Physical Education Kindergarten to Grade 12 Curriculum Model

The aim of the Kindergarten to Grade 12 Physical Education Program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

<b>General Outcome A</b>		
 <p><b>Activity</b></p> <p><i>Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment, e.g., aquatics and outdoor pursuits.</i></p> <ul style="list-style-type: none"> <li>• Basic Skills; Locomotor; Non-locomotor; Manipulative</li> <li>• Application of Basic Skills in an Alternative Environment; Aquatics and Outdoor Pursuits; Dance, Games, Types of Gymnastics, Individual Activities</li> </ul>		
<p>General outcomes B, C and D are interrelated and interdependent and are achieved through involvement in movement activities identified in General Outcome A.</p>		
<p> <b>General Outcome B</b></p> <p>Benefits Health</p> <p><i>Students will understand, experience and appreciate the health benefits that result from physical activity.</i></p> <ul style="list-style-type: none"> <li>• Functional Fitness</li> <li>• Body Image</li> <li>• Well-being</li> </ul>	<p> <b>General Outcome C</b></p> <p>Cooperation</p> <p><i>Students will interact positively with others.</i></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Fair Play</li> <li>• Leadership</li> <li>• Teamwork</li> </ul>	<p> <b>General Outcome D</b></p> <p>Do it Daily for Life</p> <p><i>Students will assume responsibility to lead an active way of life.</i></p> <ul style="list-style-type: none"> <li>• Effort</li> <li>• Safety</li> <li>• Goal Setting/Personal Challenge</li> <li>• Active Living in the Community</li> </ul>

**Physical Education (K-12)  
2000**



## General Outcome D

*Students will assume responsibility to lead an active way of life.*

### Kindergarten [DK-1]

### Grade 1 [D1-]

### Grade 2 [D2-]

### Grade 3 [D3-]

*Students will:*

#### Safety

DK-3	show a willingness to listen to directions and simple explanations	D1-3	show a willingness to listen to directions and simple explanations	D2-3	demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity	D3-3	demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity
DK-4	participate in safe warm-up and cool-down activities	D1-4	participate in safe warm-up and cool-down activities	D2-4	demonstrate and participate in safe warm-up and cool-down activities	D3-4	demonstrate and participate in safe warm-up and cool-down activities
DK-5	experience moving safely and sensitively through all environments, e.g., movement activities	D1-5	move safely and sensitively through all environments, e.g., space awareness activities	D2-5	demonstrate moving safely and sensitively in various environments, e.g., modified games	D3-5	tell about safe movement experiences in various environments, e.g., gymnastic equipment

#### Goal Setting/Personal Challenge

DK-6	participate in an activity with a group goal, e.g., walk a predetermined distance	D1-6	participate in an activity with a group goal, e.g., walk a predetermined distance	D2-6	practice setting a short-term goal related to positive effort to participate in a physical activity	D3-6	set and achieve a short-term goal to increase effort and participation in one area of physical activity
DK-7	make choices to be involved in a variety of movement experiences	D1-7	try a challenging movement experience based on personal abilities	D2-7	identify ways to change an activity to make it a challenge based on personal abilities	D3-7	identify ways to change an activity to make it a challenge based on personal abilities





## General Outcome D

*Students will assume responsibility to lead an active way of life.*

### Grade 4 [D4-]

### Grade 5 [D5-]

### Grade 6 [D6-]

*Students will:*

#### **Safety**

D4-3 follow rules, routines and procedures for safety in a variety of activities	D5-3 identify and follow rules, routines and procedures for safety in a variety of activities	D6-3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities from all movement dimensions
D4-4 participate in, and identify the benefits of safe warm-up and cool-down activities	D5-4 participate in, and identify the benefits of, safe warm-up and cool-down activities	D6-4 participate in, and demonstrate the benefits of, safe warm-up and cool-down activities
D4-5 describe how to move safely in various environments, e.g., skating rink	D5-5 identify safe practices that promote an active, healthy lifestyle, e.g., water safety	D6-5 select simple, safe practices that promote an active, healthy lifestyle, e.g., rules of the road for cycling, inline skating

#### **Goal Setting/Personal Challenge**

D4-6 set and achieve a long-term goal to increase effort and participation in one area of physical activity	D5-6 set long-term goals to improve personal performance based on interests and abilities	D6-6 set and modify goals to improve personal performance based on interests and abilities
D4-7 demonstrate different ways to achieve an activity goal that is personally challenging	D5-7 demonstrate different ways to achieve an activity goal that is personally challenging	D6-7 analyze and create different ways to achieve an activity goal that is personally challenging



## General Outcome D

*Students will assume responsibility to lead an active way of life.*

### Grade 7 [D7-]

### Grade 8 [D8-]

### Grade 9 [D9-]

*Students will:*

#### **Safety**

- |   |   |   |
|---|---|---|
| D7-3 identify, describe and follow the rules, routines and procedures for safety in a variety of activities in all dimensions                   | D8-3 select and apply rules, routines and procedures for safety in a variety of activities                                    | D9-3 select and apply rules, routines and procedures for safety in a variety of activities from all movement dimensions |
| D7-4 explain the benefits of and demonstrate safe, warm-up and cool-down activities   | D8-4 design and perform warm-up and cool-down activities  | D9-4 analyze, design and perform warm-up and cool-down activities   |
| D7-5 recommend safe movement experiences that promote an active, healthy lifestyle, e.g., protective equipment for in-line skating, ball hockey | D8-5 appraise or judge movement experiences for safety that promote an active, healthy lifestyle, e.g., safe use of equipment | D9-5 design safe movement experiences that promote an active, healthy lifestyle, e.g., student created games            |

#### **Goal Setting/Personal Challenge**

- |   |   |   |
|---|---|---|
| D7-6 record and analyze personal goals based on interests and abilities   | D8-6 monitor, revise and refine personal goals based on interests and abilities   | D9-6 determine and articulate challenging personal and team goals based on interests and abilities  |
| D7-7 evaluate different ways to achieve an activity goal, and determine a personal approach that is challenging | D8-7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group | D9-7 evaluate different ways to achieve an activity goal, and determine personal and team approaches that are challenging for both the individual and the group |



## General Outcome D

*Students will assume responsibility to lead an active way of life.*

### Physical Education 10

### Physical Education 20

### Physical Education 30

*Students will:*

#### Safety

D10-3 select and apply rules, routines and procedures of safety in a variety of activities

D20-3 develop and apply safety standards and rules in a variety of activities

D30-3 develop and apply safety standards and rules in a variety of activities

D10-4 analyze, design and assess warm-up and cool-down activities

D20-4 analyze, design and assess warm-up and cool-down activities

D30-4 analyze, design and assess warm-up and cool-down activities

D10-5 define and understand first aid principles and survival skills, including cardiopulmonary resuscitation (CPR), as they relate to physical activity, e.g., aquatics, and demonstrate responsibility for actions taken to address immediate and potential hazards that might affect self and others

D20-5 demonstrate first aid principles and survival skills as they relate to physical activity, e.g., camping, and identify and analyze potential hazards that might affect self and others

D30-5 apply the use of first aid principles and survival skills as they relate to physical activity, e.g., athletic training, and recommend actions that will minimize potential hazards to self and others

#### Goal Setting/Personal Challenge

D10-6 analyze current physical activity lifestyles and establish personally challenging goals to maintain participation for life

D20-6 determine short- and long-term activity goals and a timeline for their attainment that will continue to provide personal challenges

D30-6 evaluate and revise short- and long-term activity goals that will continue to provide personal challenges

D10-7 N/A

D20-7 N/A

D30-7 N/A

# APPENDIX G

## SAMPLE SAFETY CHECKLIST FOR GYMNASIUM FACILITIES

*Each school should develop a procedure for regular inspection including appropriate follow-up. Check for existing board policy/procedure. In instances where no form is available, this form could be used.*

Site name: \_\_\_\_\_  
 Inspection date: \_\_\_\_\_ Time: \_\_\_\_\_ Inspected by: \_\_\_\_\_

**Inspect for:**

	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
<b>Gymnasium Space</b>			
• free of “stored” furniture/boxes/equipment along perimeter walls and corners	_____	_____	_____
<b>Floors</b>			
• clean and dry	_____	_____	_____
• provides for safe foot traction	_____	_____	_____
• clear of objects which may cause tripping/slipping	_____	_____	_____
• floor sockets covered and flush with floor	_____	_____	_____
• floor plates secure in floor, hooks and plate in good condition and flush with floor	_____	_____	_____
<b>Entrances/Exits</b>			
• free of obstructions	_____	_____	_____
• no door knobs, protruding handles on gymnasium side of door	_____	_____	_____
• doors open away from gymnasium area	_____	_____	_____
<b>Stairs</b>			
• clear of obstacles	_____	_____	_____
• stair treads in good condition	_____	_____	_____
• railings secure	_____	_____	_____
• free of protruding nails, cracks or splinters	_____	_____	_____
<b>Ceiling</b>			
• tiles and mesh on lights secure	_____	_____	_____
<b>Walls</b>			
• all outlets, switches, registers and other fixtures posing an unreasonable hazard should be padded or made flush with the surface of the wall	_____	_____	_____
• free of protruding hooks and nails	_____	_____	_____
<b>Basketball Backstop</b>			
• backboards in good condition	_____	_____	_____
• cable and attachments from backboard to wall secure	_____	_____	_____
• rims secure and straight	_____	_____	_____

*Continued on next page*

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**Inspect for:**

**YES NO COMMENTS**

**Basketball Backstop (cont.)**

- Velcro strips on walls behind backboards in good condition; winch not located directly below a wall-mounted backboard

\_\_\_\_\_

**Chinning Bars**

- secure attachment to wall
- adjustable parts in good condition

\_\_\_\_\_

\_\_\_\_\_

**Peg Boards**

- secure attachment to wall
- adjustable parts in good condition

\_\_\_\_\_

\_\_\_\_\_

**Folding Climbers**

- secure to wall
- cables, pulleys, lock pins, clamps in good condition
- dowels, parallel bars, ladders free from cracks and splinters

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Storage Room**

- floor clean and center area clear of equipment
- equipment stored on designated shelves
- volleyball poles secured to wall when stored (standing up to prevent falling)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Emergency Equipment**

- first aid kit fully stocked and accessible
- emergency phone numbers and Emergency Action Plan posted
- access to phone/office via P.A. System
- emergency EXIT lights/signs working

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Locker Rooms**

- shower/washroom areas clean
- no accumulation of water
- electrical outlets appropriate for wet environment
- emergency EXIT lights/signs working
- lockers and benches in good repair—no sharp edges

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Benches/Bleachers**

- top and supports free from cracks and splinters
- bolts and screws secure

\_\_\_\_\_

\_\_\_\_\_

**Fire Extinguishers**

- not excessively protruding into activity space

\_\_\_\_\_

**Comment/Follow-Up Action:** \_\_\_\_\_

\_\_\_\_\_

# APPENDIX H

## SAMPLE SAFETY CHECKLIST FOR GYMNASIUM EQUIPMENT

*Each school should develop a procedure for regular inspection including appropriate follow-up. Check for existing board policy/procedure. In instances where no form is available, this form could be used.*

Site name: \_\_\_\_\_  
 Inspection date: \_\_\_\_\_ Time: \_\_\_\_\_ Inspected by: \_\_\_\_\_

**Inspect for:**

**YES NO COMMENTS**

***Bats/Rackets/Sticks/Wickets***

- implements useable, no splinters \_\_\_\_\_
- wooden/metal bats free of cracks with a good grip end to prevent slippage \_\_\_\_\_
- stick blades secure to shaft \_\_\_\_\_

***Ball Carriers***

- casters working well \_\_\_\_\_
- no sharp edges \_\_\_\_\_

***Standards/Crossbars/Pit Covers/Pit Foam***

- standards, base attachments and uprights in good condition \_\_\_\_\_
- portable pit cover free of tears \_\_\_\_\_
- portable pit foam in good condition \_\_\_\_\_
- crossbars taped and free of cracks/splinters \_\_\_\_\_

***Hoops***

- no cracks/bends \_\_\_\_\_

***Mats***

- covers free of tears/wearing \_\_\_\_\_
- foam in good condition \_\_\_\_\_
- Velcro fasteners continue to stick \_\_\_\_\_
- mat surfaces cleaned on a regular basis \_\_\_\_\_
- no cracks in welds \_\_\_\_\_

***Ropes & Cables***

- free of knots at ends \_\_\_\_\_
- no visible fraying \_\_\_\_\_
- secured to avoid interference of other activities \_\_\_\_\_

***Nets (Goal and Hanging)***

- free of exposed wires along top and frayed wires along poles \_\_\_\_\_
- free of tears/holes \_\_\_\_\_
- goals - welds and frames in good condition \_\_\_\_\_

# APPENDIX I

## SAMPLE SAFETY CHECKLIST FOR OUTSIDE FACILITIES

*Each school should develop a procedure for regular inspection including appropriate follow-up. Check for existing board policy/procedure. In instances where no form is available, this form could be used.*

Site name: \_\_\_\_\_  
 Inspection date: \_\_\_\_\_ Time: \_\_\_\_\_ Inspected by: \_\_\_\_\_

**Inspect for:**

**YES NO COMMENTS**

***Walking & Playing Surfaces***

- asphalt areas – level and free of holes/broken asphalt \_\_\_\_\_
- grass and dirt areas - free of holes/ruts \_\_\_\_\_
- clear of broken glass, cans, rocks, animal feces and other foreign debris \_\_\_\_\_
- free of drainage problems \_\_\_\_\_
- clear of trip hazards (exposed footings, roots or other environmental obstacles) \_\_\_\_\_

***Stairs***

- clear of obstacles \_\_\_\_\_
- stair treads in good condition \_\_\_\_\_
- railings secure \_\_\_\_\_
- wooden sections free of protruding nails, cracks or splinters \_\_\_\_\_

***Wasp/Bee Nests***

- free of nests \_\_\_\_\_

***Metal Fencing***

- clips and attachments safely secure \_\_\_\_\_
- fencing tight and secure to frame \_\_\_\_\_
- no holes in fence or at ground level \_\_\_\_\_
- anchors to ground stable, in good condition and safely covered \_\_\_\_\_
- posts free of corrosion \_\_\_\_\_

***Benches/Bleachers***

- free of protruding nails, splinters, cracked or rotten wood \_\_\_\_\_
- anchors to ground in good condition and safely covered \_\_\_\_\_

***Backstops***

- fencing, clips and attachments safely secure \_\_\_\_\_
- fencing tight and secure to frame \_\_\_\_\_

*Continued on next page*

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**Inspect for:**

**YES NO COMMENTS**

**Backstops (cont.)**

- no holes in fence or at ground level \_\_\_\_\_
- anchors to ground stable, in good condition and safely covered \_\_\_\_\_
- no debris or glass around backstop \_\_\_\_\_
- posts corrosion free \_\_\_\_\_

**Playing Surfaces**

- playing surface clearly marked \_\_\_\_\_
- no protruding sprinkler heads \_\_\_\_\_
- no unsafe obstructions surrounding the field \_\_\_\_\_
- sufficient distance from fences, signage, lighting standards and bleachers \_\_\_\_\_
- level ground with good drainage \_\_\_\_\_
- free of holes, ruts, trash, animal feces and other foreign debris \_\_\_\_\_
- outfield fences of sufficient height and in good condition \_\_\_\_\_
- warning tracks around outfield fences \_\_\_\_\_
- no obstacles in the outfield \_\_\_\_\_
- end zone and yardage markers are properly placed and fastened (pylons) \_\_\_\_\_

**Goals**

- framework free from protruding hooks \_\_\_\_\_
- anchors to ground stable, in good condition and safely covered \_\_\_\_\_
- posts corrosion free \_\_\_\_\_
- when appropriate, goalpost padding is securely fastened on goalpost assembly \_\_\_\_\_

**Backboards**

- backboards in good condition \_\_\_\_\_
- rims secure and straight \_\_\_\_\_
- pole anchors stable, in good condition and safely covered \_\_\_\_\_
- poles free of corrosion \_\_\_\_\_

**Potential Hazards on Schoolyard**

- trees, exposed roots, posts, streams and other environmental hazards \_\_\_\_\_
- hazards identified to all staff and students \_\_\_\_\_
- warning signs and barriers where needed \_\_\_\_\_
- rules for safe play around hazards is communicated to all students \_\_\_\_\_

**Other** \_\_\_\_\_

**Comment/Follow-Up Action:** \_\_\_\_\_



# APPENDIX J - SAMPLE ACCIDENT/INJURY REPORTING FORM

The information collected below will be used for the purposes of attaining particulars about the accident/injury. All of the information collected will be protected and used in compliance with the Freedom of Information and Protection of Privacy (FOIPP) Act.

Name of Individual Completing this Form: \_\_\_\_\_

Phone: \_\_\_\_\_

Name of Injured: \_\_\_\_\_

School: \_\_\_\_\_

Date Form Completed: \_\_\_\_\_

Personal Health # (optional): \_\_\_\_\_

Student I.D. #: \_\_\_\_\_

Sex: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location of Accident/Injury: \_\_\_\_\_

Indicate the one (or more) most appropriate statement(s) from each of the following sections (with an 'x'):

## 1. **Body Region(s) Injured:**

If applicable, please indicate:

- |                                    |       |                                   |                                    |                                |
|------------------------------------|-------|-----------------------------------|------------------------------------|--------------------------------|
| <input type="checkbox"/> Right     | or    | <input type="checkbox"/> Left     |                                    |                                |
| <input type="checkbox"/> Neck      |       | <input type="checkbox"/> Hand     | <input type="checkbox"/> Groin     | <input type="checkbox"/> Head  |
| <input type="checkbox"/> Shoulder  |       | <input type="checkbox"/> Finger   | <input type="checkbox"/> Thigh     | <input type="checkbox"/> Face  |
| <input type="checkbox"/> Upper Arm |       | <input type="checkbox"/> Chest    | <input type="checkbox"/> Knee      | <input type="checkbox"/> Nose  |
| <input type="checkbox"/> Elbow     |       | <input type="checkbox"/> Abdomen  | <input type="checkbox"/> Lower Leg | <input type="checkbox"/> Eye   |
| <input type="checkbox"/> Forearm   |       | <input type="checkbox"/> Back     | <input type="checkbox"/> Ankle     | <input type="checkbox"/> Ear   |
| <input type="checkbox"/> Wrist     |       | <input type="checkbox"/> Buttocks | <input type="checkbox"/> Foot      | <input type="checkbox"/> Teeth |
| <input type="checkbox"/> Other:    | _____ |                                   |                                    |                                |

Please provide specific relevant details of the injury: \_\_\_\_\_

## 2. **Type of Injury:**

- Abrasion/Scrape
- Burn
- Bone Bruise – swelling and/or discoloration of bony area
- Concussion – temporary loss of orientation or unconsciousness
- Discoloration/separation – deformity of a joint
- Fracture
- Laceration/incision/puncture – an open wound
- Muscle strain (pull or tear) – due to use rather than blow
- Nose bleed
- Sprain – twisting or moving of a joint beyond normal range
- Teeth – loosened or broken
- Other: \_\_\_\_\_

*Continued on next page*

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**3. Facility Area:**

- |   |   |
|---|---|
| <input type="checkbox"/> Gymnasium                    | <input type="checkbox"/> Playing Field/Tarmac |
| <input type="checkbox"/> Hallway/Stairway             | <input type="checkbox"/> Pool                 |
| <input type="checkbox"/> Rink                         | <input type="checkbox"/> Locker Room/Shower   |
| <input type="checkbox"/> In transit to or from School | <input type="checkbox"/> Other: _____         |

**4. Probable Direct Cause:**

- Accidental collision between participants
- Blow delivered by an object, e.g., ball, bat
- Body contact (not considered a collision) in the normal course of an activity
- Carelessness on part of pupil
- Fall/trip not due to an observed external factor
- Fall or loss of balance where apparatus is concerned
- No clear or apparent cause
- Obstruction on playing area (object or spectator)
- Strain or overexertion
- Other: \_\_\_\_\_

Briefly describe the incident: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. Disposition of Injured:**

- |   |  |
|---|--|
| <input type="checkbox"/> Returned to event/activity | <input type="checkbox"/> Recommended to stop participation |
|---|--|

**6. Mode of transport:**

- |                                       |   |
|---------------------------------------|---|
| <input type="checkbox"/> Ambulance    | <input type="checkbox"/> Team Transport |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Not Applicable |

**7. First Aid treatments:**

- |   |   |
|---|---|
| <input type="checkbox"/> Ice                | <input type="checkbox"/> Airway management/AR/CPR |
| <input type="checkbox"/> Immobilization     | <input type="checkbox"/> Wound management         |
| <input type="checkbox"/> Splint/Tape/Tensor |   |

**8. Name of attendant/caregiver:** \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

- |   |  |
|---|--|
| <input type="checkbox"/> Physician        | <input type="checkbox"/> Certified First Aider |
| <input type="checkbox"/> Sports Therapist | <input type="checkbox"/> Trainer               |
| <input type="checkbox"/> Other: _____     |  |

**9. Follow up treatment:**

- |                                       |   |
|---------------------------------------|---|
| <input type="checkbox"/> Hospital     | <input type="checkbox"/> Family Physician |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> None             |

**10. Home Instructions:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**NOTE: No teacher or school staff shall give consent to a doctor for medical treatment of a student.**

## APPENDIX K - PLAYGROUND SAFETY RESOURCES

*In Canada, no single agency is responsible for the regulation of playground safety. For up to date information regarding Canadian Standards for Children's Playspaces and Equipment, call the Canadian Standards Association (1-800-463-6727). Many municipalities have their own local guidelines, and the best source for this information is your local Parks and Recreation Department. The Canadian Parks and Recreation Association – National Playground Safety Committee, coordinates a national strategy for playground safety.*

### **Canadian Parks and Recreation Association**

404 - 2197 Riverside Drive  
Ottawa, ON  
K1H 7X3  
Phone: (613) 523 5315  
Fax: (613) 523 1182  
Email: [cpra@cpra.ca](mailto:cpra@cpra.ca)  
Website: [www.cpra.ca](http://www.cpra.ca)  
Resource: Canadian Playground Safety Institute

### **Canadian Standards Association**

5060 Spectrum Way  
Mississauga, Ontario  
L4W 5N6  
Phone: (416) 747-4000 or Toll Free 1-800-463-6727  
Fax: (416) 747-2473  
Website: [www.csa.ca](http://www.csa.ca)  
Resource: CAN/CSA Z-614-07 A Standard for Children's Playspaces and Equipment

### **Health Canada**

Website: [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)  
Resources: For the Safety of Canadian Children and Youth: From Injury Data to Preventive Measures; A variety of playground resources

### **Safe Kids Canada**

180 Dundas Street West, Suite 2105  
Toronto, ON  
M5G 1Z8  
Phone: 1-888-SAFETIPS (723-3847) or call (416) 813-7288  
Fax: (416) 813-4986  
Website: [www.SafeKidscanada.ca](http://www.SafeKidscanada.ca)  
Resource: A variety of playground resources

### **Ontario Parks Association**

7856 5th Line South, RR4  
Milton, ON  
L9T 2X8  
Phone: 1-866-560-7783 or (905) 864-6182  
Fax: (905) 864-6184  
E-mail Address: [opa@opassoc.on.ca](mailto:opa@opassoc.on.ca)  
Website: [www.opassoc.on.ca](http://www.opassoc.on.ca)  
Resource: Ontario Playground Academy Workshop

### **Injury Prevention & Control/KIDSAFE Connection**

Calgary Health Region  
Centre 15, 5th Floor  
1509 Centre Street South  
Calgary, AB  
T2G 2E6  
Phone: (403) 943-8016  
Fax: (403) 943-8025  
Website: [www.calgaryhealthregion.ca/hecomm/IPC/child\\_resources.htm#Playground](http://www.calgaryhealthregion.ca/hecomm/IPC/child_resources.htm#Playground)  
Resource: A Playground Project Manual for Volunteer Groups (2007 Edition)

*Continued on next page*

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**Kidsafe Connection, Capital Health Region**

Stollery Children's Hospital

WMC 4H2.04

8440-112 Street

Edmonton, AB

T6G 2B7

Phone: (780) 407-7250

Fax: (780) 407-6472

Email: [kidsafe@capitalhealth.ca](mailto:kidsafe@capitalhealth.ca)

Website: [www.capitalhealth.ca/Kidsafe](http://www.capitalhealth.ca/Kidsafe)

Resource: Playground Safety Fact Sheet

# APPENDIX L - SAMPLE TRANSPORTATION POLICY AND FORMS

## Volunteer Driver Authorization

The personal information requested on this form is being collected pursuant to the Freedom of Information and Protection of Privacy Act (FOIPP), Section 32(c). The information will be used to make a determination regarding the authorization of volunteer drivers.

School name: \_\_\_\_\_ School year: \_\_\_\_\_

### Declaration of Volunteer Driver

I acknowledge that, if according to my most current driver's abstract, I have six demerit points or more, I cannot become a volunteer driver. A copy of my insurance and passenger endorsement rider must be attached in order to receive approval. I understand that in case of an insurance claim (i.e., third party damage and/or personal injury), my personal automobile liability insurance applies before the School Board's insurance as described below.

Additional automobile liability insurance protection is provided under the School District's comprehensive general liability insurance policy for authorized volunteer drivers transporting students in privately-owned vehicles on an approved school activity or function. This insurance is only for an amount in excess of the limit of liability provided by the vehicle owner's liability insurance policy. Damage to any vehicle, including the owner's, is the responsibility of the volunteer driver.

I Declare:

- That I have a minimum of five years driving experience.
- That to the best of my knowledge, the vehicle used to transport students is in proper operating condition.

By submitting this application to become a volunteer driver for the School Board, I agree:

- a) To abide by the requirements of all applicable laws at all times while I am engaged in volunteer driving.
- b) To possess the proper class of license for the type and seating capacity of the vehicle that I will be operating.
- c) To provide to the school principal a written report of all accidents (whether or not occurring while I am volunteer driving) which will increase the number of demerit points against my license. I also agree to report to the school principal any suspensions of my license or change in my insurance status which may occur after the date of this declaration.
- d) To limit the number of passengers to the number of seat belts which are usable and to comply with the directions of teachers or agents of the School Board.
- e) To undertake to maintain at all times, insurance in an amount of not less than \$1,000,000 in respect of liability or injury or death of any students who are passengers in my vehicle while I am volunteer driving, and I have advised my own insurance company before undertaking to transport students.

Has your driver's license been suspended in the last three years? Yes \_\_\_ No \_\_\_

If yes, please provide date of reinstatement: \_\_\_\_\_

Have you been involved in any accidents as a driver during the last three years? Yes \_\_\_ No \_\_\_

If yes, please provide details: \_\_\_\_\_

*Continued on next page*

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Have you been convicted of an offense under the Traffic Safety Act or for any motor vehicle-related offence under the Criminal Code during the last three years? Yes \_\_\_ No \_\_\_

If yes, please provide details: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I hereby declare that I have read and understand the information contained on this form.

\_\_\_\_\_  
Volunteer Driver's Signature

\_\_\_\_\_  
Vehicle Owner's Signature

\_\_\_\_\_  
Date

Authorization to Release Driver's Abstract

Driver's Name (in full) \_\_\_\_\_

Date of Birth \_\_\_\_\_

Driver's Address \_\_\_\_\_ City \_\_\_\_\_

Postal Code \_\_\_\_\_ Home Phone \_\_\_\_\_ Business Phone \_\_\_\_\_

Driver's License # \_\_\_\_\_ Activity \_\_\_\_\_ Expiry Date \_\_\_\_\_

Volunteer Staff \_\_\_\_\_ Volunteer Parent \_\_\_\_\_

Vehicle Seating Capacity (not counting the driver): \_\_\_\_\_

Type of Vehicle used \_\_\_\_\_ Make \_\_\_\_\_ Model \_\_\_\_\_

Name of company you are insured with \_\_\_\_\_

Company Policy # \_\_\_\_\_ Expiry Date \_\_\_\_\_

I, the undersigned, authorize release of my Driver's Abstract to the School Board and/or its Insurance Agents.

\_\_\_\_\_  
Volunteer Driver's Signature

\_\_\_\_\_  
Date

---

**FOR OFFICE USE ONLY**

I accept the above named individual as an authorized volunteer driver for the \_\_\_\_\_ school year for the purpose of \_\_\_\_\_.

Signature of Principal/Designate: \_\_\_\_\_ Date: \_\_\_\_\_

# APPENDIX M - SAMPLE DIVISION FIELD TRIP FORM

Authorization for Division Field Trips

School \_\_\_\_\_

Teacher(s) \_\_\_\_\_

Curricular Focus of Trip \_\_\_\_\_

Date of Departure: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Month Day Year

Date of Return: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Month Day Year

Destination(s)	Contact Person(s)	Phone No(s).
1. _____	_____	_____
2. _____	_____	_____

Grade(s) \_\_\_\_\_ Number of students \_\_\_\_\_

Number of teachers \_\_\_\_\_

Number of adult supervisors \_\_\_\_\_

Provisions for students not attending have been made: Yes \_\_\_\_\_ Not applicable \_\_\_\_\_

Method of transportation \_\_\_\_\_

Schedule of trip (include as part of attached itinerary)

Anticipated cost of trip to each student \_\_\_\_\_

Are all, or a portion of costs being subsidized? Yes \_\_\_\_\_ No \_\_\_\_\_

Accommodation \_\_\_\_\_

Male & female supervision provided: Yes \_\_\_\_\_ No \_\_\_\_\_

For In-City and Out-Of-City (In Province) Field Trips

Signature of Principal to authorize the field trip: \_\_\_\_\_

Date: \_\_\_\_\_

For Out-Of-Province In-Canada and Out-Of-Country Field Trips

Approval of School Operations Services: \_\_\_\_\_

Date: \_\_\_\_\_

# APPENDIX N

## SAMPLE OUTDOOR EDUCATION TRIP ROUTE CARD

*A completed Route Card should be left with the school or other supervising body. It should also include emergency contacts along with an established response system protocol.*

### ROUTE CARD

Name of trip or destination:

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Location of trip: \*\* (detailed)

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En Route Locations:	Grid (Map) Bearing	Estimated Arrival Date and Time at this location	Estimated Departure Date and Time at this Location

Dates of trip \_\_\_\_\_ Day one start time: \_\_\_\_\_ Final day end time: \_\_\_\_\_

Alternative plans: describe alternatives in case of inclement weather, or circumstances beyond your control.

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Key contact names and contact information: (List phone number(s), cell number(s), radio contact times/frequencies, and best time to contact).

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NOTE: Attach a photocopy of relevant maps with the route(s) highlighted, and

- Indicate which portions of the route are driven, hiked, biked, etc.
- Indicate overnight locations and dates.
- Attach photocopies of trail or route descriptions if they are available.



## APPENDIX O - OUTDOOR EDUCATION TRIP RESOURCES

*The following are useful resources for teachers to use when planning to take students on trips, e.g., hiking, backpacking, camping, canoeing, kayaking.*

- Bechdel, L. & Ray, S. (1997) *River rescue: A manual for whitewater safety* (3rd. Ed.). Boston, Massachusetts: Appalachian Mountain Club Books.
- Bennett, J. (1996). *The complete whitewater rafter*. Camden, Maine: Ragged Mountain Press.
- Berger, K. (1997). *Everyday wisdom: 1001 expert tips for hikers*. Seattle, WA: The Mountaineers.
- Cameron, W. (2000). *Mountain bike! Canadian Rockies: A guide to the classic trails* (2nd ed.). Birmingham, Alabama: Menasha Ridge Press.
- Daffern, G. (1996). *Kananaskis country trail guide* (3rd ed. Vol. 1). Calgary, Alberta: Rocky Mountain Books.
- Daffern, G. (1997). *Kananaskis country trail guide* (3rd ed. Vol. 2). Calgary, Alberta: Rocky Mountain Books.
- Dunn, J. M. (1996). *Winterwise: A backpacker's guide*. Lake George, NY: Adirondack Mountain Club, Inc.
- Eastcott, D. (1999). *Backcountry biking in the Canadian Rockies*. Calgary, Alberta: Rocky Mountain Books.
- Fyffe, A. & Peter, I. (1997). *The handbook of climbing* (Rev. Ed.). London, England: Pelham Books.
- Gadd, B. (1995). *Handbook of the Canadian Rockies* (2nd ed.). Jasper, Alberta: Corax Press.
- Gignac, W. & Rudolph, J. (1998). *The complete canoe trip planner*. Ancaster, Ontario: Magnetic North Wilderness Adventures.
- Gorman, S. (1999). *Winter camping* (2nd ed.). Boston, MA: Appalachian Mountain Club Books.
- Howe, S., Kesselheim, A., Coello, D. & Harlin, J. (1997). *Making camp: A complete guide for hikers, mountain bikers, paddlers & skiers*. Seattle, WA: The Mountaineers.
- Johnson, L. (2000). *Basic mountain safety: From A to Z*. Canmore, AB: Altitude Publishing Canada, Ltd.
- Kariel, P. & Schneider, E. (1995). *Hiking Alberta's David Thompson country* (2nd ed.). Calgary, Alberta: Greenways Press.
- Kochanski, M. (1987). *Bush craft: Outdoor skills and wilderness survival*. Renton, WA: Lone Pine Publishing.
- Manning, H. (1986). *Backpacking: One step at a time* (4th ed.). New York, NY: Random House.
- Mason, B. (1995). *Path of the paddle: An illustrated guide to the art of canoeing* (Rev. ed.). Toronto, Canada: Key Porter Books.
- McClung, D. & Schaerer, P. (1993). *The avalanche handbook*. Seattle, Washington: The Mountaineers.
- McKown, D. (1992). *Canoeing safety and rescue*. Calgary, Alberta: Rocky Mountain Books.
- Moynier, J. (1998). *Avalanche Aware: Safe travel in avalanche terrain*. Helena, Montana: Falcon Publishing, Inc.
- Nealy, W. (1992). *Mountain bike! A manual of beginning to advanced technique*. Birmingham, AL: Menasha Ridge Press.
- O'Bannon, A. & Clelland, M. (2001). *Allen and Mike's really cool backpackin' book: Traveling and camping skills for a wilderness environment!* Guilford, CT: The Globe Pequot Press.
- Patton, B. & Robinson, B. (2000). *The Canadian Rockies trail guide* (7th ed. Rev.). Banff, Alberta: Summerthought, Ltd.
- Ray, S. (1997). *Swiftwater rescue: A manual for the rescue professional*. Asheville, NC: CFS Press.
- Roberts, H. & Salins, S. (Ed.). (2000) *Basic essentials: Canoe paddling* (2nd ed.). Guilford, CT: The Globe Pequot Press.
- Rutter, M. (2001). *Camping made easy: A manual for beginners with tips for the experienced* (2nd ed.). Guilford, CT: The Globe Pequot Press.
- Scott, C. (1998). *Ski trails in the Canadian Rockies* (Rev. ed.). Calgary, Alberta: Rocky Mountain Books.
- Steele, P. (1999). *Backcountry medical guide* (2nd ed.). Seattle, WA: The Mountaineers.
- Thomas, A. (Ed.). (2000). *Paddle Quest: Canada's best canoe routes*. Erin, Ontario: The Boston Mills Press.
- Weiss, E. (1997). *A comprehensive guide to wilderness & travel medicine*. Oakland, CA: Adventure Medical Kits.

## APPENDIX P - WATER SAFETY

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](http://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 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
<b>Roll into water</b> Minimum safe depth for teaching in 2.5m or 8 ft. 4 inches.	<b>Orient oneself at the surface after an unexpected entry.</b> A fall into water is distorting and a threat to normal respiration.
<b>Tread water for 1 minute</b>	<b>Support oneself at the surface.</b> 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.
<b>Swim 50 metres</b>	<b>Swim to safety.</b> 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.

*Any method that allows the learner to achieve the standard is acceptable  
there is no “right” solution*

## APPENDIX Q - COMMUNITY RESOURCES

### ***Alberta Alcohol and Drug Abuse Commission (AADAC)***

#### ***Library***

2nd Floor, 10909 Jasper Ave.  
Edmonton, AB  
T5J 3M9  
Ph: (780) 427-2736  
www.aadac.com

### ***Alberta Centre for Active Living***

3rd Floor, 11759 Groat Road  
Edmonton, AB  
T5M 3K6  
Ph: (780) 427-6949  
www.centre4activeliving.ca

### ***Alberta Centre for Injury Control & Research***

University of Alberta, 4075 RTF  
8308 – 114 Street  
Edmonton, AB  
T6G 2E1  
Ph: (780) 492-6019  
www.acicr.ualberta.ca

### ***Alberta Children's Services***

10030 - 107 Street, 3rd Floor  
Edmonton, AB  
T5J 3E4  
Ph: (780) 427-7272

### ***Alberta Sport, Recreation, Parks and Wildlife Foundation***

905 Standard Life Centre  
10405 Jasper Ave.  
Edmonton, AB  
T5J 4R7  
Phone: (780) 415-1167  
www.cd.gov.ab.ca/asrpfw

### ***Canadian Association for Advancement of Women and Sport (CAAWS)***

N202-801 King Edward Ave.  
Ottawa, ON  
K1N 6N5  
Ph: (613) 562-5667  
www.caaws.ca

### ***Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD)***

403-2197 Riverside Drive  
Ottawa, ON  
K1H 7X3  
Ph: (800) 663-8707  
www.cahperd.ca

### ***Canadian Coast Guard***

Boating Safety Information  
Fisheries and Oceans Canada  
Ottawa, Ontario  
K1A 0E6  
Ph: 1-800-267-6687  
www.ccg-gcc.gc.ca

### ***Canadian Mental Health Association - Alberta Division***

328 Capital Place  
9707 – 110 St. NW  
Edmonton, AB  
T5K 2L9  
Ph: (780) 482-6576  
www.cmha.ab.ca

### ***Canadian Parks/Recreation Association (CPRA) - Making All Recreation Safe (MARS)***

Harassment Initiative  
404-2197 Riverside Drive  
Ottawa, ON  
K1H 7X3  
Ph: (613) 523-5315  
www.cpra.ca

### ***Canadian Red Cross***

10258 – 108 St.  
Edmonton, AB  
T5K 1E2  
Ph: (780) 423-2680  
www.redcross.ca

### ***Catholic Social Services***

8815-99 Street  
Edmonton, AB  
T6E 3V3  
Ph: (780) 432-1137  
Fax: (780) 439 3154  
www.catholicsocialservices.ab.ca

### ***Lifesaving Society***

11759 Groat Road  
Edmonton, AB  
T5M 3K6  
Ph: (780) 415-1755  
www.lifesaving.org

### ***Public Health Library and Resource Office, Community Care and Public Health, Capital Health Authority***

#500, 10216 - 124 Street  
Edmonton, AB  
T5N 4A3  
Ph: (780) 482-1965

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***Safe and Caring Schools Project***

Alberta Teachers' Association  
11010 – 142 Street NW  
Edmonton, Alberta  
T5N 2R1  
Ph: (780) 447-9400/(800) 232-7208  
www.teachers.ab.ca

***The Sexual Assault Centre***

#400, Macdonald Plaza  
9939 Jasper Avenue  
Edmonton, AB  
T5J 2W8  
Ph: (780) 423-4102

***The Support Network***

#302, 11456 - Jasper Avenue  
Edmonton, AB  
T5K 0M1  
Ph: (780) 482-4636

***St. John Ambulance***

Provincial Headquarters  
10975 – 124 Street  
Headquarters  
Edmonton, AB  
T5M 0H9  
Ph: (780) 452-6161  
www.sja.ca

***Sport Medicine Council of Alberta***

11759 Groat Road  
Edmonton, AB  
T5M 3K6  
Phone: (780) 415-0812  
www.sportmedab.ca

***Centre for Suicide Prevention***

1615 – 10th Ave. S.W.  
Calgary, AB  
T3C 0J7  
Ph: (403) 245-3900

## APPENDIX R

### PROVINCIAL SPORT AND RECREATION ASSOCIATIONS

<i>Association</i>	<i>Web Link</i>	<i>Phone</i>
Athletics Alberta	<a href="http://www.athleticsalberta.com">www.athleticsalberta.com</a>	(780) 427-8792
Alberta Alpine	<a href="http://www.albertaalpine.ca">www.albertaalpine.ca</a>	(403) 247-5600
Alberta Amateur Speed Skating	<a href="http://www.albertaspeedskating.ca">www.albertaspeedskating.ca</a>	(403) 220-7911
Alberta Amateur Wrestling	<a href="http://www.albertawrestling.ab.ca">www.albertawrestling.ab.ca</a>	(780) 415-0140
Alberta Bicycle	<a href="http://www.albertabicycle.ab.ca">www.albertabicycle.ab.ca</a>	1-877-646-2453
Alberta Bowhunters and Archers Association	<a href="http://www.ataa-org.ca">www.ataa-org.ca</a>	
Alberta Broomball	<a href="http://www.albertabroomball.com">www.albertabroomball.com</a>	(780) 427-6537
Alberta Camping	<a href="http://www.albertacamping.com">www.albertacamping.com</a>	(780) 427-6605
Alberta Cricket	<a href="http://www.cricket.ab.ca">www.cricket.ab.ca</a>	
Alberta Curling Federation	<a href="http://www.albertacurling.ab.ca">www.albertacurling.ab.ca</a>	(780) 427-8095
Alberta Dance Alliance	<a href="http://www.abdancealliance.ab.ca">www.abdancealliance.ab.ca</a>	1-888-422-8107
Alberta Deaf Sports	<a href="http://www.deafalberta.org">www.deafalberta.org</a>	Dial 1-800-855-0511 first to place a call
Alberta Equestrian	<a href="http://www.albertaequestrian.com">www.albertaequestrian.com</a>	1-877-463-6233
Alberta Golf	<a href="http://www.albertagolf.org">www.albertagolf.org</a>	1-888-414-4849
Alberta Gymnastics Federation	<a href="http://www.abgym.ab.ca">www.abgym.ab.ca</a>	1-800-665-1010
Alberta Handball Association	<a href="http://www.albertahandball.org">www.albertahandball.org</a>	
Alberta Lacrosse	<a href="http://www.albertalacrosse.com">www.albertalacrosse.com</a>	1-866-696-7694
Alberta Orienteering	<a href="http://www.orienteeringalberta.ca">www.orienteeringalberta.ca</a>	(403) 697-5750
Alberta Recreational Canoe	<a href="http://www.abcanoekayak.org">www.abcanoekayak.org</a>	1-877-388-2722
Alberta Rugby	<a href="http://www.rugbyalberta.com">www.rugbyalberta.com</a>	1-866-784-2922
Alberta Sailing	<a href="http://www.albertasailing.com">www.albertasailing.com</a>	
Alberta Schools' Athletic	<a href="http://www.asaa.ca">www.asaa.ca</a>	(780) 427-8182
Alberta Snowboarding	<a href="http://www.albertasnowboarding.com">www.albertasnowboarding.com</a>	(403) 247-5609
Alberta Amateur Softball	<a href="http://www.softballalberta.ca">www.softballalberta.ca</a>	(780) 461-7735
Alberta Soccer	<a href="http://www.albertasoccer.com">www.albertasoccer.com</a>	(780) 474-2200
Alberta Table Tennis	<a href="http://www.abtabletennis.com">www.abtabletennis.com</a>	(780) 427-8588
Alberta Team Handball	<a href="http://www.teamhandball.ab.ca">www.teamhandball.ab.ca</a>	(780) 415-2666
Alberta Triathlon	<a href="http://www.triathlon.ab.ca">www.triathlon.ab.ca</a>	1-866-888-7448
Alberta Underwater Council	<a href="http://www.albertaunderwatercouncil.com">www.albertaunderwatercouncil.com</a>	(780) 427-9125

<i>Association</i>	<i>Web Link</i>	<i>Phone</i>
Alberta Volleyball	<a href="http://www.albertavolleyball.com">www.albertavolleyball.com</a>	(780) 415-1703
Alberta Water Polo	<a href="http://www.albertawaterpolo.ca">www.albertawaterpolo.ca</a>	(403) 475-6747
Alberta Whitewater	<a href="http://www.albertawhitewater.ca">www.albertawhitewater.ca</a>	(780) 427-6717
Badminton Alberta	<a href="http://www.badmintonalberta.ca">www.badmintonalberta.ca</a>	1-888-397-2722
Alberta Amateur Baseball Council	<a href="http://www.albertaamateurbaseball.org">www.albertaamateurbaseball.org</a>	(403) 320-2025
Basketball Alberta	<a href="http://www.basketballalberta.ab.ca">www.basketballalberta.ab.ca</a>	(780) 427-9044
Bowling Federation of Alberta	<a href="http://www.bowling.ab.ca">www.bowling.ab.ca</a>	1-866-422-8252
Cross Country Alberta	<a href="http://www.xcountryab.net">www.xcountryab.net</a>	(780) 415-1738
The Canadian Red Cross Society	<a href="http://www.redcross.ca">www.redcross.ca</a>	
Canadian Amateur Diving – Alberta Section	<a href="http://www.albertadiving.ca">www.albertadiving.ca</a>	(780) 988-5571
Alberta Field Hockey	<a href="http://www.fieldhockey.ab.ca">www.fieldhockey.ab.ca</a>	(403) 670-0014
Football Alberta	<a href="http://www.footballalberta.ab.ca">www.footballalberta.ab.ca</a>	(780) 427-8108
Hockey Alberta	<a href="http://www.hockey-alberta.ca">www.hockey-alberta.ca</a>	(780) 342-6777
Judo Alberta	<a href="http://www.judoalberta.com">www.judoalberta.com</a>	1-866-919-5836
Karate Alberta Association	<a href="http://www.karateab.org">www.karateab.org</a>	
Lifesaving Society	<a href="http://www.lifesaving.org">www.lifesaving.org</a>	(780) 415-1755
Provincial Fitness Unit	<a href="http://www.provincialfitnessunit.ca">www.provincialfitnessunit.ca</a>	1-866-348-8648
Ringette Alberta	<a href="http://www.ringettealberta.com">www.ringettealberta.com</a>	(780) 415-1750
Alberta Rhythmic Sportive Gymnastics Federation	<a href="http://www.rgalberta.com">www.rgalberta.com</a>	1-800-881-2504
Skate Canada, Alberta-Northwest Territories/Nunavut	<a href="http://www.skateabnwtnun.com">www.skateabnwtnun.com</a>	1-866-294-0663
Sport Medicine Council of Alberta	<a href="http://www.sportmedab.ca">www.sportmedab.ca</a>	(780) 415-0812
Alberta Squash	<a href="http://www.squashalberta.com">www.squashalberta.com</a>	1-877-646-6566
Swim Alberta	<a href="http://www.swimalberta.ca">www.swimalberta.ca</a>	(780) 415-1780
Alberta Tennis	<a href="http://www.tennisalberta.com">www.tennisalberta.com</a>	(780) 415-1661
YMCA's	<a href="http://www.ymca.ca">www.ymca.ca</a>	
Yoga Association of Alberta	<a href="http://www.yoga.ca">www.yoga.ca</a>	(780) 427-8776
YWCA	<a href="http://www.ywacacanada.ca">www.ywacacanada.ca</a>	

## APPENDIX S

### UNIVERSAL PRECAUTIONS RE: BLOOD & BODILY FLUIDS

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.

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.

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.

Hands (and any skin surface) contaminated with blood or other body fluids should be washed thoroughly as soon as practicable. To wash hands, use plain soap and vigorously rub together all surfaces of lathered hands for at least 10 seconds. Rinse thoroughly under a stream of water. After treating an open wound or cleaning a blood stained surface, gloves should be removed and hands washed with soapy water before continuing.

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.

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

*Sources: Workplace Health and Safety, Precautions for Workers Exposed to HIV, Alberta Human Resources and Employment; Alberta Colleges Athletic Association HIV Policies and Procedures; Sport Medicine Council of Alberta HIV Education Materials*

## APPENDIX T - PHYSICAL EDUCATION CURRICULUM GLOSSARY

achievement	the demonstration of outcomes, or the progression of knowledge, skills and attitudes a student shows at a particular point in time
active living	a way of life involving physical activity as an essential part of that lifestyle. It is characterized by the integration of physical activity into daily routines and leisure pursuits
activity-specific motor skills	movement skills specific to a particular activity, such as square dance: do-si-do; soccer: dribbling; aquatics: front crawl
alternative environment activities	activities that occur in environments outside the activity room/gymnasium such as outdoor pursuits and aquatics
application of basic skills	using basic skills in many different situations such as running in basketball, cross country or relay racing
assessment	the process of collecting information about student achievement and growth
attitude	is a feeling that can be favourable or unfavourable, positive or negative, and is typically directed toward some specific object; this association between the feeling(s) and the specific object are learned. (Source: Stiggins 1994)
authentic assessment	demonstration of the grade specific outcome in real-life situations both within and without the structured physical education program, e.g., goal setting—to achieve a health related fitness outcome; use knowledge, skills and attitudes to take part in an activity of their personal choice
basic movement skills	the building blocks (foundation) upon which other movement skills are based; they are the prerequisites to activity specific motor skills
body awareness	individual awareness of the parts of the body and how they (it) work
body image	an individual's personal perception of one's body in relation to societal norms
cardiovascular endurance	the ability of the heart and lungs to sustain activity
communication	the exchange of thoughts, messages or the like; as by speech, signals or writing, e.g., listening, speaking, nonverbal viewing. Source: CIRA Student Leadership
community and activity independence	the ability to identify, evaluate and utilize the resources within the community that facilitate active living
contact	intentional contact with the purpose of gaining advantage in the specified activity



cool-down activities	the last stage of an activity program, consisting of activities to help return the heart rate to normal and to prevent muscle soreness
creative movement process	a combination of exploring, selecting, performing and refining a variety of basic movement skills
criteria	guidelines, rules or principles by which student responses, products or performances are judged
developmentally appropriate practices	strategies which are used in delivering a program that are consistent with the developmental needs of the students
developmentally appropriate programs	programs that take into account differences due to age and abilities
dimension	categories by which the activities are organized to address the learner outcomes. The dimensions are: alternative environment, dance, games, types of gymnastics and individual activities
efficiency	the ability to produce a desired effect or result without waste of time, energy, etc.
effort	the active use of physical or mental power to do something
endurance	the ability to participate in continuous activities for your heart, lungs and circulatory system
etiquette	the formal or customary rules for conduct or behaviour
evaluate performance	the process of making judgments about student achievement based on relative criteria
evaluation	a judgment regarding the quality, value, or worth of a response, product or performance based upon established criteria
fair play	participating with integrity and respect for team mates, opponents, officials and rules
first aid principles	the sequence of events that should be followed in any emergency situation
flexibility	the ability to move your joints fully through a wide range of motion
force	the degree of effort or tension involved in a movement
formative assessment	assessment that is ongoing
functional fitness	see personal functional fitness
general learning outcome	the knowledge and skills that students are expected to learn in a subject area upon completion of a grade (Source: Foundation for Excellence)
goal setting/personal challenge	a mechanism for helping students understand their limits and feel satisfied with their accomplishments (Source: Physical Best Activity Guide Elementary Level)

grade (mark)	level of achievement
growth	evidence of positive change in student achievement over time
health benefits	improving and acquiring the positive advantages associated with improved physical health
integrated	parts brought together into a whole
interrelated	connected
interdependent	dependent on each other
leadership	intentional, positive influence on the lives and behaviour of others (Source: CIRA Student Leadership)
lifestyles	patterns of behaviour or ways an individual typically lives
locomotor skills	basic movement skills involving movement from place to place, such as hopping, jumping, walking
managing change	developing strategies to cope with different types of positive and negative stress due to change
manipulative skills	movement skills associated with the ability to receive, project or maintain possession of an object with body parts or an implement; they may include throwing, catching, kicking, dribbling, striking
modifying task	changing the variables that affect performance and the level of participation in a physical activity
movement concepts	body awareness, space awareness, effort and relationships
muscular endurance	the ability to perform repeated muscular contractions or hold a contraction for a period of time
muscular strength	the ability to contract your muscles to overcome resistance and exert force
nonlocomotor skill	movement that is performed from a relatively stable stationary base such as stretching, balancing, turning
outcome	a goal statement specifying a student's knowledge, skills and attitudes to be developed as a result of educational experiences
performance assessment	a collection of information through activities that require students to construct a response, create a product or demonstrate a behaviour
personal flotation device (pfd)	a life jacket of some type
personal functional fitness	the possession of the necessary fundamental components of fitness (endurance, strength and flexibility) to allow a learner to participate comfortably and confidently in a selected physical activity

physical fitness	the ability of the body to respond or adapt to the demands and stress of physical effort related to health-related and skill-related physical components (Source: Fabey, Insel, Roth, 1997)
portfolio	a purposeful collection of products and criteria for making judgments which exhibits to students and others, the student's achievement and growth in the curriculum
principles of training	the three basic principles of progression, overload and specificity, which serve to help individuals design training programs for changes and improvement in personal functional fitness
proficiency	the mastery of skills
qualities of movement	time, force, flow and relationships used in designing movement, tasks or sequences
risk taking	personal challenges as they apply to physical activity such as, moving higher, faster, farther
roles (in physical activities)	the part a performer plays during an activity, e.g., leader, follower, captain, official
rubric	a rating scale (with criteria) used to evaluate student outcomes
safety	creating an environment where all are safe
self-worth	an individual's personal perception of one's value or importance
scull	propulsion created by symmetrical outward and inward movement of legs or arms, e.g., in skating, movement of legs outward then forcefully pulling legs together simultaneously
spatial awareness	individual awareness of personal and general space, directions, pathways, levels and planes
specific learning outcome	statements of what students are expected to demonstrate, to the best of their ability, by the end of each grade
summative assessment	assessment that occurs at the end of a unit or task
supervision	the overseeing of an activity for regulation or direction. All equipment, facilities and activities have inherent risks; the more effectively they are supervised and maintained, the safer they become
supervision – “constant visual”	the teacher is physically present and watching the specific activity in question, e.g., high jump
supervision – “in-the-area”	the teacher could be in the gymnasium while another activity is taking place in an area nearby the gymnasium, e.g., table tennis
supervision – “on-site”	the teacher is present but not necessarily constantly viewing one activity, i.e., fire building
team	a group of two or more people working together in an interdependent manner to achieve common goals

teamwork	the acting together of two or more people to make the work of the group successful and effective
warm-up activities	the first stage of an activity program done to prepare the body for more sustained activity and to reduce the chance of injury
well being	personal growth to maximize our potential – physically, mentally, emotionally and socially; being able to function and enjoy life, having a personal zest for living

## APPENDIX U - ACRONYM LIST

<i>Acronym</i>	<i>Meaning</i>
AA	Athletics Alberta
AADAC	Alberta Alcohol and Drug Abuse Commission
AAI	American Athletic, Inc.
AASA	Alberta Amateur Softball Association
AAWA	Alberta Amateur Wrestling Association
ABA	Alberta Bicycle Association
ABA	Alberta Broomball Association
ACA	Alberta Camping Association
ACC	The Alpine Club of Canada
ACCT	Association for Challenge Course Technology
ACF	Alberta Curling Federation
ACICR	Alberta Centre for Injury Control & Research
ADA	Alberta Dance Alliance
ADSD	Alberta Deaf Sports Association
AEF	Alberta Equestrian Federation
AFA	Alberta Fencing Association
AFSS	Alberta Federation of Shooting Sports
AGA	Alberta Golf Association
AGF	Alberta Gymnastic Foundation
ALA	Alberta Lacrosse Association
ALP	Active Lifestyles Portfolio
ANSI	American National Standards Institute
AOA	Alberta Orienteering Association
ARCA	Alberta Recreational Canoe Association
ASA	Alberta Sailing Association
ASA	Alberta Snowboard Association
ASA	Alberta Soccer Association
ASAA	Alberta Schools Athletic Association
ASRPWF	Alberta Sport, Recreation, Parks & Wildlife Foundation
ASTM	American Society for Testing and Materials
ATA	Alberta Teachers Association
ATA	Alberta Triathlon Association
ATHF	Alberta Team Handball Federation
ATTA	Alberta Table Tennis Association
AVA	Alberta Volleyball Association
AWA	Alberta Whitewater Association
CAAWS	Canadian Association for Advancement of Women and Sport
CADA	Canadian Amateur Diving Association

<i>Acronym</i>	<i>Meaning</i>
CAHPERD	Canadian Association for Health, Physical Education, Recreation and Dance
CANSI	Canadian Association of Nordic Ski Instructors
CCA	Canadian Camping Association
CCA	Cross Country Alberta
CCG	Canada Coast Guard
CIRA	Canadian Intramural Recreation Association
CMHA	Canadian Mental Health Association
CPR	Cardiopulmonary resuscitation
CPRA	Canadian Parks and Recreation Association
CPSC	Consumer Product Safety Council
CRCA	Canadian Recreational Canoe Association
CSA	Canadian Standards Association
CSF	Canadian Snowboarding Federation
CSSA	Canadian Ski and Snowboarding Association
CTC	Canadian Tourism Commission
CYA	Canadian Yachting Association
DMP	Dominant Movement Pattern
EMR	Emergency Medical Response
EMT	Emergency Medical Technician
FHA	Field Hockey Alberta
FOIPP	Freedom of Information and Protection of Privacy Act
GFI	Ground Fault Interrupter
GPS	Global Positioning System
HC	Health Canada
HPEC	The Health and Physical Education Council
IAAF	International Amateur Athletic Federation
ICE	In Case of an Emergency
LRC	Learning Resource Centre
MARS	Making All Recreation Safe
LS	Lifesaving Society
NLS	National Lifeguard Service
NPPS	National Program for Playground Safety
NSAA	National Ski Areas Association
NSC	National Safety Council
OPA	Ontario Parks Association
PFD	Personal Flotation Device
SACSC	The Society of Safe & Caring Schools & Communities
SAR	Search and Rescue

<i>Acronym</i>	<i>Meaning</i>
SCA	Schools Come Alice
SJA	St. John Ambulance
SMCA	Sport Medicine Council of Alberta
SNC	Swimming Natation Canada
SSC	Speed Skating of Canada
UIAA	Union of International Alpine Association
WHMIS	Workplace Hazardous Materials Information System
YAA	Yoga Association of Alberta
YMCA	Young Men's Christian Association
YWCA	Young Women's Christian Association

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## FEEDBACK

### Feedback on *Safety Guidelines for Physical Activities in Alberta Schools*

Maintaining the *Safety Guidelines for Physical Activities in Alberta Schools* is an ongoing process. The publishers are seeking the assistance of users of the document to strengthen its content, keep it up to date and make it more useful and relevant.

Please contact us if you have:

Information about:

- Errors in the current edition
- New instructional or supervision techniques
- New equipment for activities

Suggestions for:

- Improvements to the format of the guidelines
- Other activities to include
- Useful resources to include

Comments on:

- Value or usefulness of the document.

Please send your feedback to:

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Funded by:



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Special thanks to the following Organizations

