

**Manitoba Physical Education Safety Guidelines
Intramural**

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Manitoba Physical Education Safety Guidelines
Intramural

PHYSICAL EDUCATION
SECONDARY SAFETY GUIDELINES

BACKGROUND:

This is the first Provincial Safety Guidelines Document for Physical Education to be offered in Manitoba. The copyright of the Ontario Safety Guidelines document was purchased from OPHEA [The Ontario Physical and Health Education Association], and these guidelines were adapted for use in Manitoba. Numerous Manitoba partner groups have contributed to the development of this valuable document. They include: The Manitoba Physical Education Teachers Association [MPETA]; The Manitoba Physical Education Supervisor's Association [MPESA]; Sport Manitoba [SM]; The Manitoba High School Athletic Association [MHSAA]; The Manitoba Association of School Trustees [MAST]; and the Bureau de l'éducation française [Bef] division, Manitoba Education & Training.

INTENT OF THE MANITOBA SAFETY GUIDELINES FOR INTRAMURAL PROGRAMS:

The primary responsibility for the care and safety of students rests with the school board and its employees. An important aspect in fulfilling this role is to recognize that there is an element of risk in all physical activity and to take action accordingly. To this end, the safety guidelines writing team and physical educators across Manitoba have identified and analyzed reasonably foreseeable risks and have developed this guideline which includes procedures that help minimize, to the greatest extent possible, the risk of a preventable accident or injury. A guideline alone does not eliminate risk, regardless of how well it is written or how effectively it is implemented. Safety awareness, practised by the intramural supervisor, based on up-to-date information, common sense observation, action and foresight, is the key to safe programming. The intent of the Intramural Safety Guidelines section is to focus the intramural supervisors' attention on safe practices for each activity, in order to minimize the inherent element of risk. By implementing safe activity practices, such as the selection of age-appropriate activities, facility and equipment safety checks, and appropriate supervision and officiating, the intramural supervisor will guard against foreseeable risks. Hopefully, through this implementation process, this document will assist school boards in fulfilling their obligation to provide the safest possible environment in which all students, regardless of ability or cultural background, can participate in intramural activities.

IMPACT AND SCOPE OF THIS DOCUMENT:

The enclosed safety guidelines delineate certain standards that must be used by teachers/intramural supervisors in addressing the safety component of intramural activities. Intramurals are defined as school-sponsored physical/recreation activities which:

- are outside the student's instructional time;
- are not a selected school team/group;
- are not a competition against another outside team/group.

Intramurals encourage school-wide involvement with emphasis on participation as opposed to competition. Curricular and Interscholastic Guidelines can be found in the first and third sections respectively.

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Safety and Liability

Safety is of particular concern in planning and implementing physical education. The primary responsibility and legal liability for ensuring safe practices rests with the school division/district and its employees. Schools must develop safe routines and procedures, and teachers need to be knowledgeable about the best safety practices, regardless of whether the teaching, learning and assessment takes place in the classroom, gymnasium, playground or alternative environments.

Teachers responsible for providing a wide variety of challenging movement experiences in physically active settings must anticipate hazards and minimize the risk inherent in physical activity. Expertise in physical activity management is essential. For some specific physical activities/programming, such as aquatics and Cardio-Pulmonary Resuscitation [CPR], it is recommended that certified training be required.

As a general rule, teachers will be held to the standard of care of a careful parent of a large family, considering such factors as the number of students being supervised; the age; maturity; level of skill and knowledge; the behavioural propensities of the students; the nature of the activity; the type of equipment being used; and the location involved. Staff members responsible for a subject area requiring expertise may be held to a higher professional standard of care. For example, a physical education teacher may be presumed to know more about the dangers inherent in artistic gymnastics than would the average parent. Accordingly, he or she may be held to the standard of physical education specialists with training and experience in artistic gymnastics.

Sections 86, 87, and 89 of The Public Schools Act address exemption from liability in areas of physical education, and may provide some degree of exemption from liability and negligence. However, it is important that school divisions/districts be aware that it is their primary responsibility for ensuring safe practices when planning and implementing physical education. In several litigations resulting from students being injured during physical education classes, Canadian courts have demonstrated a clear departure from “the careful and prudent parent” standard of care when assessing teacher negligence, adopting instead a “professional” standard of care.

Trial courts, therefore, have concluded that the standard of care to be exercised in the context of instruction in a physical education class can frequently exceed the “careful parent of a large family” test, since many physical education activities require specialized knowledge, training and experience of the teacher. For example, where students are engaging in artistic gymnastics activities, the teacher and school authorities will be required to act as a careful and prudent person having the specialized expertise demanded of an artistic gymnastics instructor.

The Supreme Court of Canada has established four criteria to determine the necessary and appropriate standard of care within the context of physical education:

1. Is the activity suitable to the mental and physical condition, as well as the age of participating students?
2. Have the students been progressively taught and coached to perform the activity[ies] properly and to avoid the dangers inherent in the activity[ies]?
3. Is the equipment adequate and suitably arranged?
4. Is the activity being supervised properly in light of the inherent danger involved?

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Environmental Concerns -- SPRING, SUMMER & FALL Conditions

• **Lightning Storm**

Refer to page 39 in YouthSafe Manitoba: School Field Trip Resource, Trip Leadership section

• **Heat and Ultraviolet Index**

Watch, Listen, Plan: Listen to the forecasts and be aware of the Ultraviolet Index. [Values less than 4:00 are low; Values from 4:00 - 6.9 are moderate; Values from 7:00 - 8.9 are high.]

Look out when: The temperature rises to over 30 C.

Take action: Wear a hat; apply sunscreen; and keep hydrated. Lower the intensity of the outdoor activity or move indoors.

Watch: Watch for any signs of sunburn, heat stroke and heat exhaustion. Be prepared to provide the necessary first aid.

• **Outdoor Field Conditions**

Watch, Listen, Plan: The playing area must be free of debris and obstructions; it must provide suitable footing; and it must be well-removed from traffic.

Look out when: There are areas that the students must not use. These areas must be marked off.

Take action: Report to the principal any conditions or hazards that are unsuitable and in need of repair or removal.

Wait and Watch: Wait until repairs are completed or until any hazards are removed before resuming activities.

• **Insects**

Watch, Listen, Plan: Take note if excessive numbers of insects are present.

Look out when: There are students with insect allergies present.

Take action: Ensure that students with allergies have the necessary medication on hand [e.g., epi pen].

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Environmental Concerns -- WINTER Conditions

- **Temperature and Wind Chill**

Refer to page 39 in YouthSafe Manitoba: School Field Trip Resource, Trip Leadership section

- **Outdoor Field Conditions**

Watch, Listen, Plan: The playing area must be free of debris and obstructions; it must provide suitable footing; and it must be well-removed from traffic. Watch for holes and severely uneven surfaces. Choose a site that takes sun; wind; snow conditions; and the suitability of the terrain into consideration.

Look out when: There are areas that the students must not use. These areas must be marked off. Watch out for conditions where the area is icy beyond the point of providing suitable and safe footing.

Take action: Report to the principal any conditions or hazards that are unsuitable and in need of modification, repair or removal.

Wait and Watch: Wait until repairs are completed or until any hazards are removed before resuming activities.

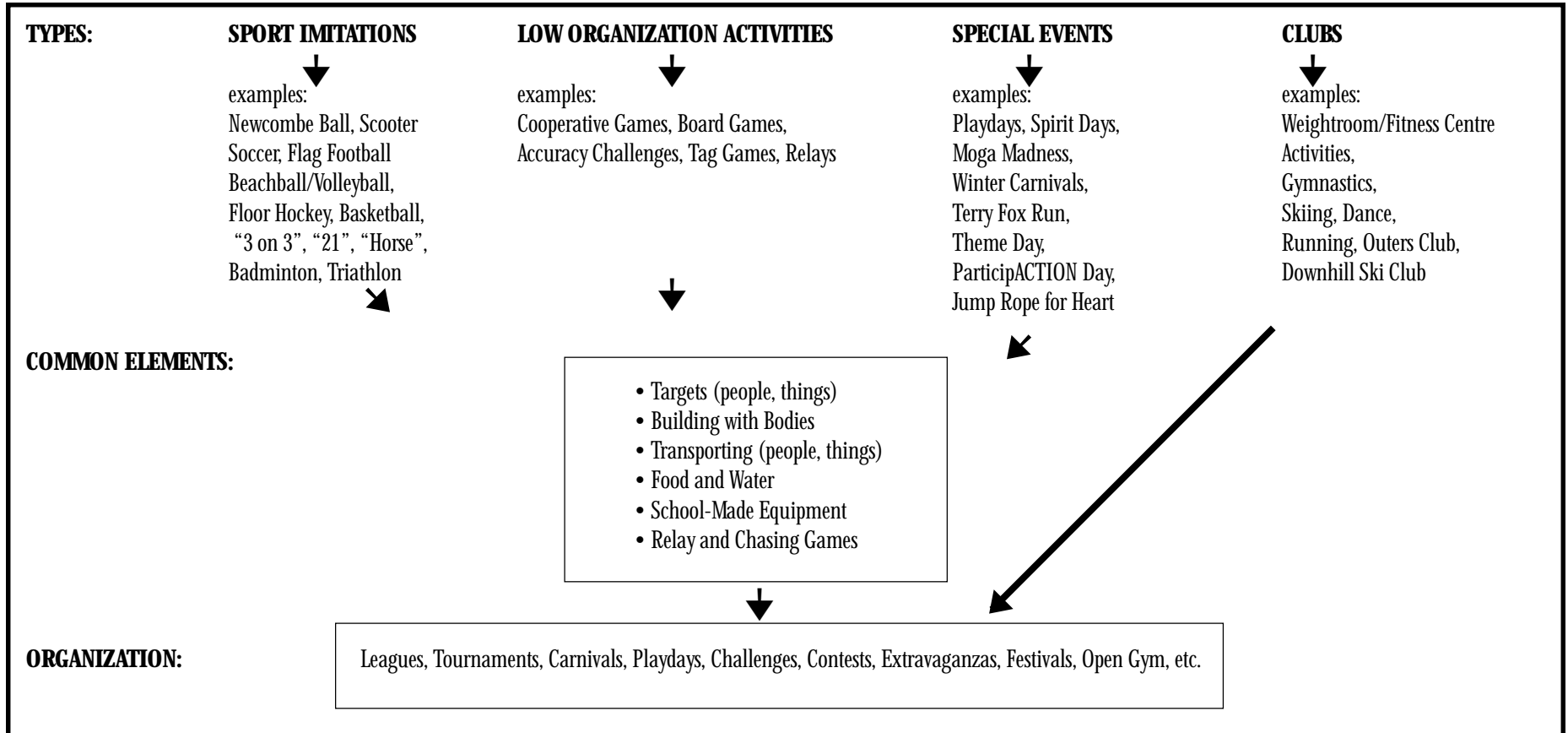
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Intramurals can be categorized into four types: Sport Imitations, Low Organization Activities, Special Events and Clubs. When an intramural activity is played according to official rules and equipment (e.g. a common sport imitation or low organization game), refer to *Section I: Curricular Physical Education Safety Guidelines*.

When an intramural activity is distinguished by one of the common elements listed in the chart below, reference this section (e.g. dodgeball type games - refer to Sections I and II).

When introducing an imitation sport or low organization game which is not described in Sections I or II, refer to the guidelines of an activity that it most resembles.

If a supervisor wishes to include activities which are not approved in Sections I or II, e.g. hardball, gymnastics skills not permitted in curricular program, approval from the appropriate school board official must be received. As part of this process, the supervisor must demonstrate that appropriate precautions will be taken in the interest of student safety.



Manitoba Physical Education Safety Guidelines

Intramural

A) GENERIC ISSUES

It should be recognized that there are many common guidelines of safety which apply to all Intramural activities. Some such commonalities are as follows:

- 1) Prior to students participating in any physical activity, supervisors need to be aware of their medical background and physical limitations. This includes knowledge of students with heart disorders, asthma, epilepsy, diabetes, severe allergies, etc. Each school needs to develop a process by which medical information is made available to supervisors. This information must be supplied by the student's parent, ward, or guardian (see Appendix A).
- 2) A fully stocked First Aid Kit must be readily accessible to the gymnasium. For a sample listing of first aid items, see Appendix B. When activities are offered away from school property, an appropriate portable first aid kit must be readily accessible. An emergency action plan to deal with accidents in physical education must be developed in all schools. For details on an emergency action plan, see Appendix B.
- 3) Prior to teaching the skills of the activity, the supervisor must: outline the possible risks of the activity [warnings of possible dangers], demonstrate how to minimize the risks and set procedures and rules for safe play. Signage should be used where necessary. Different weather conditions for outdoor activities must be considered [eg- students may need to apply sunscreen; wear hats; increase their fluid intake; and/or dress appropriately].
- 4) Supervisors must inform their students of the locations of the fire alarms, the fire exits and alternate routes from the gymnasium.
- 5) Many different situations may arise involving the transportation of students away from the school for activities. It is important that parents are made aware of the mode of transportation and student expectations. The means and frequency of communication required must be established with the school principal. Consideration must also be given to informing parents when students are involved in activities which take them off the immediate school property [e.g. cross country running]. **Refer to individual Board policy for Field Trip procedures related to the need for parent/guardian permission.**
- 6) If students are involved in any activity or sport [e.g., a low organization game] which is not described in this guideline, refer to the guidelines of an activity that it most resembles.
- 7) Approval from the appropriate school board official must be received if a supervisor wishes to include activities different from this document or board guidelines and/or modify guidelines listed herein. As part of this process, the supervisor must demonstrate that all appropriate precautions will be taken in the interest of student safety. The school administration must approve the proposal and must also obtain school division approval.
- 8) Preventative action must be taken when unsafe conditions are identified! When an injury occurs due to unsafe conditions, corrective actions must take place to help prevent its reoccurrence.
- 9) Many activities address the issue of body contact, stick on body contact and stick on stick contact. In an effort to promote a common understanding of the term, this document views contact as intentional contact with the purpose of gaining an advantage in the specific activity.
- 10) At the beginning of the school year/semester, supervisors must instruct students in appropriate changeroom conduct as well as emphasize the need to change quickly and proceed to the gym. Reinforce this guideline as necessary during the school year.

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B) SPECIFIC COMPONENTS

Guidelines for each class activity are outlined according to the following critical components:

**Equipment
Clothing/Footwear
Facilities**

**Special Rules/Instruction
Supervision**

All guidelines found in the generic section, activity pages and appendices are mandatory. An activity must not occur without these guidelines being addressed.

EQUIPMENT:

- a) Defective equipment must be removed and/or taken out of use immediately upon detection. When using any equipment that is not described in the document, care must be taken to ensure it is safe for use [e.g., no sharp edges, cracks, or splinters] and that its size, mass and strength are appropriate for the user.
- b) All balls must be properly inflated.
- c) No “home-made” or “purchased second-hand” equipment is to be used without the expressed permission of the school administration [e.g.- personal hockey sticks, floor hockey shafts, plastic containers]. School divisions must develop a policy on the use of home-made equipment. Equipment can be made at school by Board employees, adult volunteers and by students who are under direct supervision.
- d) If the supervisor permits the students to use their own equipment [e.g., badminton racquets, skis, inline skates], the supervisor must ensure that the equipment is in good working order and suitable for personal use within the program.

CLOTHING AND FOOTWEAR:

- a) Students must wear appropriate clothing for Intramural activity. Shorts or sweat pants, T-shirts and appropriate running shoes should be a minimum uniform requirement. Deviations from this minimum are listed on activity sheets. Some ill-fitting clothing, scarves, jewelry, hard-soled shoes and socks-without-shoes can inhibit movement and possibly cause injury during active movement. Where cultural dress presents a safety concern, modifications to the activity must be made.
- b) Jewelry which presents a safety concern must be removed. Jewellery that cannot be removed and which presents a safety concern [e.g., Medical Alert identification, religious/cultural jewelry], must be taped. Long hair must be secured so as not to block vision. Eye glasses may need to be removed or secured.

Parents and students must be made aware of safety precautions with eye glasses including the need for an eyeglass strap and/or shatterproof glass for some activities [see Appendix A - Letter to Parents/Guardians].

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FACILITIES:

- a) To provide a safe environment for intramural/club activities, the intramural supervisor must make a pre-activity check of the facilities and equipment to be used. This could be done visually or recorded on a checklist, see Appendix F. The minimum requirement is a pre-use visual check. Hazards must be identified and removed as a factor in the activity. Potentially dangerous and immovable objects (e.g. goalposts, protruding stage) must be brought to the attention of students and administration. Equipment listed in the document applies only to safety. Students also should be encouraged to report equipment or facility problems to the supervisors.
- b) Facilities and major equipment must be inspected and a signed written report completed on a regular basis [e.g., annually].
- c) Equipment/furniture which is hazardous to the activity must not be stored around the perimeter of the gymnasium. Mats secured to the wall as well as an appropriate number of benches, are exceptions to this statement. Devices projecting from the wall [e.g., chin-up bars, pegs on a peg board] must be: attached at a height that will minimize injury; be modified; or be removed when not in use.
- d) For all indoor activities, walls and stages must not be used for turning points or finish lines. A line or pylon could be designated in advance of the wall. Foreseeable risks must be identified and precautions taken to minimize risks.
- e) Playing fields must be free from hazards [e.g., holes, glass, and rocks]. There must be sufficient turf for proper traction and impact absorption [e.g., non-contact rugby]. Minor hazards must be identified and avoided. Severely uneven surfaces must be brought to the attention of the principal and must be repaired before the activity takes place.
- f) There must be a designated safe area if spectators are present.

SPECIAL RULES/INSTRUCTIONS:

- a) The Intramural Safety Guidelines do not support contact. In this document, contact is defined as intentional contact with the purpose of gaining an advantage in the specific activity (e.g. body contact, stick on body, stick on stick).
- b) Activities must be modified according to the age and ability levels of students and the facility available. Games must be based on skills that have been taught. [In the Early years, it is important to balance teams on the basis of physical ability and skill level.]
- c) Before involving students in strenuous outdoor activity, supervisors must take into consideration the weather conditions, previous training and the length of time the students will be vigorously active.
- d) If students are using body paint, allergy and floor traction concerns must be addressed.
- e) For the safe lifting and supporting of students, see Appendix J.
- f) Modify activities to address safety issues of all participants when students who use aids (e.g. wheelchairs) are involved.
- g) Activities which do not promote a healthy active lifestyle (e.g. starvathons) are not appropriate.

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SUPERVISION: Points to consider:

- a) Supervision is the overseeing of an activity for regulation or direction. All facilities, equipment and activities have inherent risks, but the level of risk decreases significantly with effective supervision. **A supervisor, as referred to below, is defined as a teacher, principal or vice-principal employed by the school board.** A volunteer (not necessarily a teacher) could assist in the supervision of intramurals. Examples of volunteers are: instructional assistants, educational assistants, retired teachers, parents, co-op students, teacher candidates and trained senior students. Refer to your school board's policy regarding volunteers.
- b) Students must be aware that facilities and equipment must not be used without authorization. In addition to written or verbal communication, at least one of the following deterrents must be in place:
 - locked doors;
 - signs on door indicating that students are not to use the gym unless supervised;
 - staff scheduled and present in an adjoining physical education office, in order to see students entering the gym without authorization.
- c) Any use of a facility must be supervised. Three categories of supervision are designated in this document: **“Constant visual”**, **“On-site”**, and **“In-the-area”**. The categories are based on the principles of general and specific supervision which takes into consideration the risk level of the activity, the participants' skill level and the participants' maturity.
- d) **“Constant visual”** supervision means that the supervisor is physically present, watching the activity in question. Each activity requiring **“constant visual”** supervision must have a supervisor (certified teacher). **“Intramural on-site”** supervision requires volunteer monitor presence when the supervisor is not at the activity(ies). **“In-the-area”** supervision means that a volunteer monitor is not necessary and the supervisor is in a location close to the activity taking place. For **“intramural-on-site”** or **“in-the-area”** supervision, the teacher/intramural supervisor must be readily accessible and at least one of the following criteria must be in place:
 - teacher/intramural supervisor circulating;
 - exact location of teacher/intramural supervisor is known and location is nearby;
 - teacher/intramural supervisor is visible.

Example: During a school special events day, some students are involved in tug-of-war, some in relay games and volleyball, while others are involved in a team scavenger hunt around the school.

“Constant visual” supervision - Tug-of-War - Intramural supervisor is at the event and is observing activity.

“On-site” supervision - Relay Games - Students are participating on the playground and are being monitored by the Intramural supervisor or a volunteer.

“On-site” supervision - Sport Imitation Activity - students are participating in volleyball in the gym and are monitored by another volunteer.

“In-the-area” supervision - Scavenger Hunt - Students are running around the school grounds and at times may be out of sight.

The level of supervision must be commensurate with the inherent risk of the activity. The list below outlines appropriate supervision for each type of activity. The list is not exhaustive. For an unlisted activity, refer to the activity it most resembles. For Outdoor Education Activities, reference Section 1: *Physical Education Curricular Safety Guidelines* in order to be aware of ratios, qualifications, as well as supervision requirements.

SUPERVISION OF INTRAMURALS

SPORT IMITATION

Court and Field Games (no constant visual supervision required)

| ON-SITE SUPERVISION | IN-THE-AREA SUPERVISION |
|--|---|
| <p>INITIAL INSTRUCTION/SETUP:</p> <ul style="list-style-type: none"> • Basketball Type Games (Bordenball, Endball, Benchball, “3 on 3”, “2 on 2”) • Football (Flag, Touch) • Racquet Sports (Racquetball, Paddleball, Handball, Tennis, Squash, Badminton, Pickleball, Paddle Tennis) • Soccer • Table Tennis • Ultimate Frisbee • Volleyball (Newcombe Ball, Beach Volleyball) <p>ACTIVITY</p> <ul style="list-style-type: none"> • Bowling • Broomball • Cricket • Curling • Field Hockey • Floor Hockey, Gym Ringette • Ice Hockey • Lacrosse (Box, Field) • Ringette (Ice) • Rugby (Non-contact) • Scooter Games (Basketball, Soccer) • Softball, Three Pitch, Lob-Ball • Team Handball • Wrestling, Combatives | <p>ACTIVITY</p> <ul style="list-style-type: none"> • Basketball Type Games (Bordenball, Endball, Benchball, “3 on 3”, “2 on 2”) • Football (Flag, Touch) • Racquet Sports (Racquetball, Paddleball, Handball, Tennis, Squash, Badminton, Pickleball, Paddle Tennis) • Soccer • Table Tennis • Ultimate Frisbee • Volleyball (Newcombe Ball, Beach Volleyball) • Cross-Country Running, Orienteering • Cross-Country Skiing, Snowskate • Skiing (Alpine), Snowboarding • refer to Curricular section for ratios |

SUPERVISION OF INTRAMURALS LOW ORGANIZATION ACTIVITIES/SPECIAL EVENTS

| CONSTANT VISUAL SUPERVISION | ON-SITE SUPERVISION | IN-THE-AREA SUPERVISION |
|---|---|---|
| <ul style="list-style-type: none"> • Transporting People Relays • Human Target Games • Building with Bodies <ul style="list-style-type: none"> – initial instruction – standing pyramids • Food/Water Activities • Obstacle Courses with climbing or inverted activities • Parachute | <ul style="list-style-type: none"> • Transporting Things • Obstacle Courses without climbing apparatus (no inversions) • Building with Bodies <ul style="list-style-type: none"> – practice – kneeling and lying • Parachute Games [Middle & Early years] • Cooperative Games • Accuracy Challenges • Skill-related Relays [e.g.- basketball dribbling] • Scooterboard Relays • Skating and Skating Activities • Aquatic Games (as per pool regulations) • Theme Days • Face Painting • Indoor Running Relays • Indoor Chasing Games • Disc throwing • In-line skating | <ul style="list-style-type: none"> • Board Games • Outdoor Running Relays • Outdoor Chasing Games • Jump Rope for Heart • Mass Participation Events (e.g. walkathon, dance-a-thon) • Frisbee Throwing |

SUPERVISION OF INTRAMURALS CLUBS

| CONSTANT VISUAL SUPERVISION | ON-SITE SUPERVISION | IN-THE-AREA SUPERVISION |
|---|---|--|
| <ul style="list-style-type: none"> • Gymnastics - higher risk moves/skills • Archery • Fencing | <ul style="list-style-type: none"> • Gymnastics - lower risk skills <p>INITIAL INSTRUCTION/SETUP:</p> <ul style="list-style-type: none"> • Cycling • Fitness Club • Golf • Horseback Riding <p>ACTIVITY:</p> <ul style="list-style-type: none"> • Cricket • Martial Arts • Bowling • In-line Skating | <p>ACTIVITY:</p> <ul style="list-style-type: none"> • Cycling <ul style="list-style-type: none"> • refer to Curricular document for ratios • Dance/Rhythmics • Fitness Club • Golf • Horseback Riding • In-Line Skating • Running • Skiing/ Snowboarding |

Supervision - Points to Consider

- i) Establish routines, rules of acceptable behaviour and appropriate duties of students at the beginning of the activity and reinforce throughout the year. Supervisors must sanction students for unsafe play or unacceptable behaviour, and must exercise that responsibility at all times.
- ii) Students must be made aware of the rules of activities or games. Rules must be strictly enforced and modified to suit the age and physical ability of the participants.
- iii) The student must be informed that facilities must not be used without authorization and supervision.
- iv) When an intramural activity includes large numbers of participants (e.g. a school special event) or more than one higher risk activity, the ratio of intramural supervisors/volunteers to participants must satisfy safety concerns. Teacher candidates, co-op students, and other students must not be the sole supervisor of the intramural activity.
- v) In situations where a substitute teacher is responsible for supervising intramurals:
 - 1) Administrators are to address substitute teacher comfort level with intramural activity.
 - 2) Administrator/absent intramural supervisor must:
 - include the Safety Guidelines sheets for intramural activity;
 - inform substitute teacher of the whereabouts of a contact teacher or administrator in case of an emergency;
 - specify restrictions/modifications for students with health or behavioural problems.

Intramural

SCHOOL-MADE EQUIPMENT

e.g. Land Skis, Bean Bags, Bleach Scoops, Climbing Wall, Rhythm Sticks (equipment can be made at school by board employees, adult volunteers and by students who are under direct supervision)

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/ INSTRUCTION | SUPERVISION |
|--|---|--|--|---|
| <p>A first aid kit and phone must be accessible.</p> <p>Use materials that are in good condition, e.g. unfrayed ropes, smooth boards free of splinters, nothing with sharp edges.</p> <p>Use materials that resemble, as closely as possible, the manufactured item.</p> <p>Use materials that will not endanger children with severe allergies.</p> <p>Home-made equipment is not to be used.</p> | <p>Equipment designed to be worn [e.g., hats, capes, costumes] must not constrict neck or chest areas or put the child at risk.</p> | <p>School-made equipment attached to the facility [e.g., wall, and self-supported structures, outdoor volleyball posts, climbing wall] needs to be inspected by a knowledgeable third party to ensure it is secure.</p> <p>See school board Policy and Procedures related to specifications, installation and inspection of school-made equipment.</p> | <p>Follow instructions on how to build/assemble if available.</p> <p>If no instructions are available for a school-made structure, describe the procedure in writing and keep it on file indicating how and when it was made, and by whom.</p> <p>Test equipment before general use.</p> <p>Repair as necessary. If the piece of equipment changes significantly due to additional repairs, then discard and replace [e.g., land ski binding needs to be tied around outside of board because hole for rope has become too large, causing the rope to slip through].</p> | <p>Inspect equipment every time it's used.</p> <p>Students making equipment at school require on-site supervision.</p> <p>If students are using machinery, [e.g., bandsaws], to make equipment, constant visual supervision is required.</p> <p>Student-made equipment must be inspected by a knowledgeable third party to ensure safety.</p> |

TRANSPORTING PEOPLE/THINGS

**e.g. Human Amoeba, Chariot, Chuckwagon, Bed and/or
Stretcher Races, Cookie Machine, Climbing Wall**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/ INSTRUCTION | SUPERVISION |
|--|--|--|---|-------------------------------------|
| <p>A first aid kit and phone must be accessible.</p> <p>Must be suitable to support size and weight of object/person.</p> <p>Can be raised and lowered without impinging hand/feet/body of carrier or object/person carried.</p> <p>Must have safety straps/rail or means to prevent person/ thing from falling from anything higher than waist height.</p> <p>Must not constrict person at chest or neck.</p> | <p>No loose clothing.</p> <p>No clothing attachment that cannot be easily released in case of collapse, e.g. belt, shoelaces.</p> <p>Use of footwear must be assessed for each activity.</p> | <p>Space adequate for activity.</p> <p>Spectators in designated area away from activity.</p> <p>Must be a level surface, no obstructions or blind spots.</p> <p>Establish traffic flows to reduce congestion.</p> <p>Protective wall padding placed for activity where needed.</p> | <p>Weight, size of object and distance carried must be appropriate to age and strength of participants.</p> <p>Appropriate limitation on speed of movement.</p> <p>Establish a procedure to stop activity in the case of potential injury, i.e. whistle.</p> <p>All participants must know rules and procedures [e.g., safe lifting, spotting, supporting and lowering techniques] prior to participation [see Appendix J].</p> <p>Prior practice for all participants for lifting people or objects of sizable mass.</p> | <p>Constant visual supervision.</p> |

BUILDING WITH BODIES

e.g. Pyramid Building, Human Fence

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/ INSTRUCTION | SUPERVISION |
|---|--|---|---|--|
| <p>A first aid kit and phone must be accessible.</p> <p>For minimum thickness of mats, see curricular gymnastics.</p> <p>Mats must be under pyramid and extend one body length in all directions.</p> | <p>Soft shoes, socks or bare feet for standing pyramids.</p> | <p>Ensure that lying and kneeling pyramids are away from walls.</p> <p>Do not build pyramid near entrances, exits, or stages.</p> | <p>Set the maximum number of participants and the maximum height allowed -- depending on the size, age, skill, and experience of the participants.</p> <p>Instruction must include how to assemble and how to disassemble -- intentionally and unintentionally.</p> <p>Weight and size of participants determines placement in pyramid [e.g., larger students are part of the base].</p> <p>Pyramid building must be the only activity in the space.</p> <p><i>Note: Standing pyramids are not recommended in the Early and Middle years.</i></p> | <p>Constant visual supervision during instruction and first attempt; on-site supervision thereafter.</p> <p>Constant visual supervision for standing pyramids.</p> <p>On-site supervision for kneeling and lying pyramids.</p> |

Intramural

TARGETS - HUMAN

e.g. Dodgeball and Variations, Human Bowling, Heart Attack Tag Games

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/ INSTRUCTION | SUPERVISION |
|--|--|--|--|-------------------------------------|
| <p>A first aid kit and phone must be accessible.</p> <p>Use soft objects, [e.g., foam balls, sponges, nerf balls, beach balls, elephant skin balls, crumpled newspaper balls, utility balls]. No under-inflated regulation balls; no bean bags, or hard flying discs [e.g., frisbees].</p> | <p>Jewellery representing a safety concern must be removed. If not removable, it must be taped -- [e.g., medical alert identification, religious/cultural jewellery]. Eyewear may need to be removed or secured.</p> | <p>Playing area must be free from obstruction [e.g., desks, chairs and other furniture/equipment, around the perimeter].</p> | <p>Target area must be restricted appropriately -- [e.g., Middle & Senior years - below the shoulder; Early years - below the waist.]</p> <p>Students who are targets must remain upright.</p> | <p>Constant visual supervision.</p> |

TARGETS - OTHER TARGET GAMES/ACTIVITIES

e.g. Throwing for Accuracy, Frisbee Golf

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/ INSTRUCTION | SUPERVISION |
|--|-----------------------|--|---|-----------------------------|
| <p>A first aid kit and phone must be accessible.</p> | | <p>Targets must be situated away from spectators and other participants. Participants must have room to propel object toward target without hitting a bystander.</p> | <p>Establish procedures to reduce risk to other participants/spectators, e.g. restrict access to target area.</p> <p>Establish a process for safe retrieval of propelled objects.</p> | <p>On-site supervision.</p> |

FOOD/WATER ACTIVITIES

e.g. Jello/Pie Eating, Spray Activities, Water
 Balloons, Sponge Toss, Dunk Tanks

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/ INSTRUCTION | SUPERVISION |
|---|--|---|---|---|
| <p>A first aid kit and phone must be accessible.</p> <p>Equipment used with food/water must be:</p> <ul style="list-style-type: none"> • resistant to deterioration when wet, or be waterproof [e.g., tables, chairs, floors]; • protected from water/food where necessary; • thoroughly cleaned and rinsed before use. <p>Electrical equipment [e.g., timer] must have CSA approved ground fault system.</p> <p>Sliding surfaces must be smooth and clean [e.g., mats, plastic slides].</p> <p>Use water spray bottles or low pressure water devices. Note: Water guns should not be used in the Early years.</p> | <p>Must be able to get wet and not increase risk of injury, e.g. no wet sweat pants that can cause participant to trip.</p> <p>Use footwear that will enhance good traction.</p> | <p>Food must be served from sanitary surfaces.</p> <p>If the amount of water is excessive, activity must be held outside to avoid risk of injury to spectators.</p> <p>Facility must be able to be cleaned before and after event to prevent spread of germs.</p> <p>Provide support, e.g. standby personnel to clean/mop any hazardous spills.</p> | <p>Note: Food activities are not recommended in the Early years because of allergy concerns.</p> <p>Set procedures and rules for safe play.</p> <p>Activities requiring eating must be stationary.</p> <p>Ingredients of all food/material must be clearly identified in order to address allergy concerns, e.g. latex balloons.</p> <p>Water or food on floor/ground surfaces decreases traction. Enhance traction where appropriate [e.g., rubberized mats on potentially wet surfaces]. If the footing is supposed to be slippery, an adequate landing surface must be padded or soft.</p> <p>Avoid extreme water temperatures.</p> <p>Do not allow glass containers.</p> <p>If activities promote wet bodies, special care must be taken to prevent collision, and if there is to be throwing of wet sponges at people or propelling of water from a pressure device, eye protection must be provided.</p> <p>Overeating or undereating activities must be avoided [e.g., starvathons].</p> | <p>Constant visual supervision for all such activities.</p> |

RELAY/CHASING GAMES

**e.g. Capture the Flag; Crows and Cranes;
Tag; Rock, Paper, Scissors**

| EQUIPMENT | CLOTHING/ FOOTWEAR | FACILITIES | SPECIAL RULES/ INSTRUCTION | SUPERVISION |
|---|--|---|--|--|
| <p>A first aid kit and phone must be accessible.</p> <p>Equipment must not have sharp or dangerous edges.</p> | <p>Appropriate footwear for each activity.</p> | <p>Adequate space for all participants.</p> <p>Turning points and finish lines must be a safe distance away from walls and equipment, trees, posts, natural hazards, and holes.</p> <p>Games that take place over large areas, e.g. Survival, require instructor to set and communicate definite boundary lines.</p> <p>Supervisor must do a safety check walk through in order to identify potential hazards. Students must be made aware of hazards and approach with caution.</p> <p>All running tracks must be inspected annually and maintained as necessary.</p> <p>Playing area must provide safe footing.</p> | <p>For shuttle relays, all participants must have their own lane.</p> <p>Be aware of increased risk with oversized apparel or tying legs together.</p> <p>No blindfold relays.</p> <p>No running backward relays.</p> <p>Walls, stages or fences must not be used as finish lines or safe zones.</p> <p>Safe zones must be clearly delineated.</p> <p>There must be a procedure established to stop chasing games [e.g., whistle].</p> | <p>On-site supervision for relays.</p> <p>In-the-area supervision for chasing games.</p> |