



PLANNING FOR SAFETY

*Planning for **safety** is an integral aspect of lesson planning.*

Before leading *any* physical activity it is important to review your school board's safety policy. Consult your District/School Board, principal, P & H.E. consultant, or provincial physical education organization (e.g., Ontario Physical Health Education Association) for provincially specific guidelines and recommendations.

Safety in your Environment:

Whether you are implementing **At My Best** in the classroom or outdoors

- Analyse your area and what is contained within it. ie. Where is the first aid kit?
- Identify potential risks and dangers.
- Consider how you can improve your organization, set-up, and activity implementation. Suggestion:
 - Involve your students in the conversation. They may be aware of a safety issue that you have not noticed.
 - Involve students in developing activity expectations, rules, and organization. This will empower students to act responsibly and safely. ie. assign lead a student to assist you in case of emergency.

Classroom Challenges	Possible Solutions
Too much furniture Small classroom Many students	<ul style="list-style-type: none"> ▪ Students participate on the spot ▪ Alter seating plan so that desks can easily be pushed to the sides of the room or grouped to create an open space ▪ Allocate specific 'activity areas'
Problem floor ie. slippery, tiled	<ul style="list-style-type: none"> ▪ Ensure all students wear shoes with non-slip tread ▪ Keep broom on hand to clean the floor
Possible damage to lights, windows, computers	<ul style="list-style-type: none"> ▪ use lightweight equipment (foam, paper, fabric)
Too noisy	<ul style="list-style-type: none"> ▪ Students choose music to focus on ▪ Collaborate with other teachers to decide upon allowable 'noisy' time of day for implementation ▪ Utilize hand signals rather than voice for stop, start
Poor air circulation	<ul style="list-style-type: none"> ▪ Implement activities immediately before lunch or at end of day so class-room can then be aired ▪ Use fan; open windows and door if possible

Outdoor Challenges	Possible Solutions
Variable weather	<ul style="list-style-type: none"> ▪ Advise students prior to activity to dress in layers to allow for adaptation to conditions.
Environmental distractions	<ul style="list-style-type: none"> ▪ Teach students alternate signals for attention: whistle, hand in air ▪ Teacher faces sun when instructing.
Difficulty accounting for all students	<ul style="list-style-type: none"> ▪ Clearly define physical boundaries with bright markers, pylons, rope ▪ Assign buddies prior to going outdoors. ▪ Agree upon rules, signals, expectations for gathering students together.
Injuries	<ul style="list-style-type: none"> ▪ Assign lead student to assist teacher in case of emergency, and another student to go for additional assistance. ▪ Carry first aid kit and cell phone on your person.

Maintaining effective supervision throughout implementation is the final component that will allow you to manage risks and ensure an accident and injury free lesson.

Adapted from: Ontario Ministry of Education, 2005. *Daily Physical Activity in Schools: Grades 4 to 6*. Government of Ontario, Toronto, ON.

OPHEA Health & Physical Education Curriculum Support Documents, 1998

STUDENT SAFETY RUBRIC - TEACHER OBSERVATIONS

1	2	3	4
Student makes a choice that deliberately puts another student at risk through his or her actions (e.g., pushes a student while performing an exercise)	Student makes a choice(s) which is in conflict with teacher instructions, rules, or expectations (e.g., throws a piece of piece of equipment that was not meant to be thrown, leave equipment in an unsafe location)	Student follows all instructions, rules, and expectations during participation	Student makes the activity space safer by identifying safety hazard (e.g., mentioning a spill or noticing wet footwear) to the teacher, or removes a hazard and places it in a safe space (e.g., picking a marker left on the floor and putting it in a desk)

Children and Exercise:

While this resource provides a variety of activities to motivate and improve fitness, it is impossible to account for each specific individual student need. As the classroom teacher the knowledge of your students is critical to providing a safe and healthy classroom. Before you begin:

Remember to review all physical activities before teaching the lessons and reflect on whether they will work for the students in your class.

Decide from there if any of the activities or exercises will need to be modified or removed from the planned lesson.

Remind students to work within their comfort zone. Be aware of any student injuries or issues that may limit activities in which they might not be able to performing (e.g., tendinitis in knees-avoid doing lunges).

When setting up fitness or activity stations in the classroom, remember to consider the order listed within the lesson. There needs to be variety in how they move so that students don't overuse a body part. Children should move from using one body part to a totally different body part (e.g., band work with arms, lunges for legs), or from one type of activity to another (e.g., aerobic - jogging on the spot, flexibility - stretching).

Rotations should include variety, along with one station where students should be allowed to take a break and get rehydrated.

Before beginning students should scan their bodies to ensure they are safe (e.g., shirts properly tucked in, belts tucked through loops, pants not hanging below shoes), and that the space from which they are operating within is large enough to meet their needs (e.g., student is able to extend arms out and rotate on the spot and not hit any classroom objects).

To help promote physical activity with your students the Public Health Agency of Canada recommends:

<http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/05paap-eng.php>

- a minimum of one hour of moderate to vigorous-intensity physical activity daily
- try to participate in vigorous-intensity physical activity at least three days of the week

To help students understand the difference between moderate and vigorous-intensity physical activity, consider the following definitions and examples:

What is moderate aerobic activity?

Moderate-intensity aerobic activity makes you breathe harder and your heart beat faster. You should be able to talk, but not sing.

- Examples of moderate-intensity physical activity include walking quickly, skating, bike riding and skateboarding.

What is vigorous aerobic activity?

With vigorous-intensity aerobic activity, your heart rate will increase even more and you will not be able to say more than a few words without catching a breath.

- Examples of vigorous activity include running, basketball, soccer and cross-country skiing.

What are strengthening activities?

Muscle-strengthening activities build up your muscles. With bone-strengthening activities, muscles push and pull against bones helping make them stronger.

- For children, climbing and swinging on playground equipment is an example of a muscle strengthening activity.
- Examples of bone-strengthening activities include running, walking, and jumping rope.

To build awareness of the many positive health benefits discuss the following list with students and parents:

- Opportunities for socializing
- Improve fitness
- Increased concentration
- Better academic scores
- Stronger heart, bones and healthier muscles
- Healthy growth and development
- Improved self-esteem
- Better posture and balance
- Lower stress