



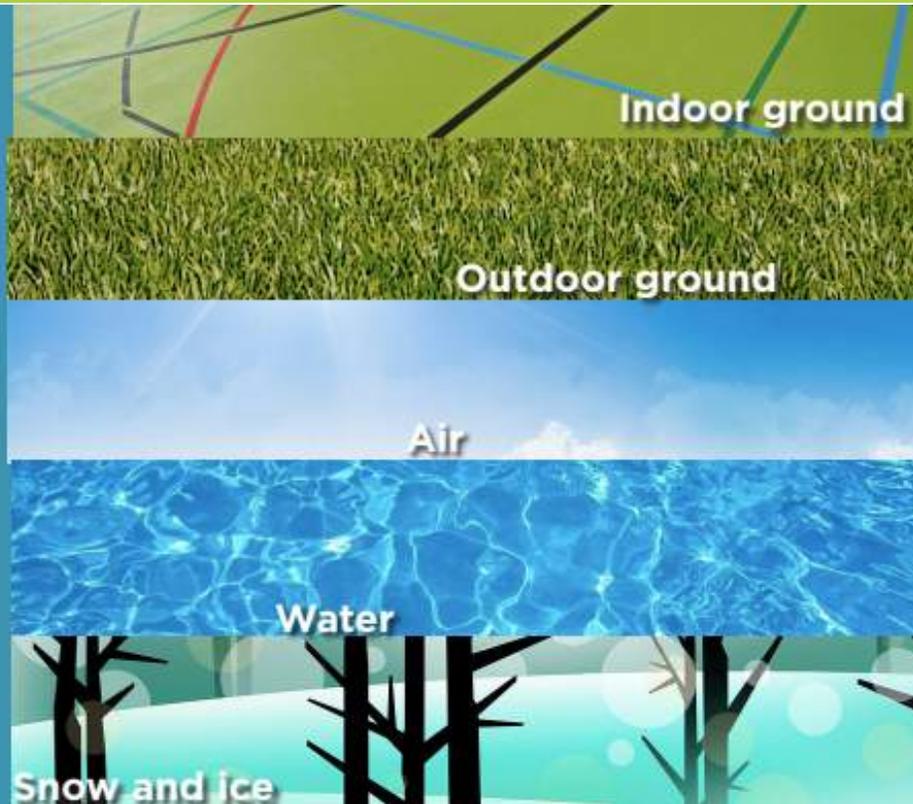
PHYSICAL EDUCATION IN ALTERNATIVE ENVIRONMENTS



Supporting implementation of the Alberta curriculum by building teacher and student confidence in aquatic and snow and ice environments.

MULTIPLE PHYSICAL ACTIVITY ENVIRONMENTS

In today's specialized world, it is common for children to focus on one sport at an early age, however research suggests that this may not provide for healthy childhood development. It is important to develop a wide range of physical skills in multiple environments to enable kids (and adults!) to move with poise, confidence, competence and creativity in different physical environments, including:



SAFETY & LEARNING OUTCOMES

Alberta's Physical Education curriculum provides every student with the opportunity to develop and apply movement skills in alternative environments. These expectations are clarified in the [Physical Education Guide to Implementation](#) (Alberta Education, 2000): "Students [will] participate in a variety of land- or water-based activities in alternative environments. The selection of activities will depend on the climate, resources and facilities available in the school or community."

Organizing a school trip or lesson in a non-traditional activity environment (e.g. a skiing and snowboarding trip, swimming, hiking or biking, etc.) can be a daunting experience for teachers, especially when their own expertise or experience with the activity is limited. *You don't need to be an expert*, however if you make good use of available resources, local knowledge and expertise, and a creative approach to "active supervision."

Ever Active Schools supports teachers in meeting these outcomes specifically in aquatic and winter activities with our [Dip, Dive and Glide](#) and [Ski, Skate and Slide](#) resources as well as this reference package which includes strategies for creating successful programs as well as links to relevant sections in the Safety Guidelines for Physical Activity in Alberta Schools.

ACQUIRE & APPLY SKILLS: THE CURRICULUM

What is expected?

Alberta's Physical Education Program of Studies lays out progressions in skill development and activities envisioned for applying skills in alternative environments. Activity selections should be made with student needs first and foremost as well as local factors such as climate, facilities and safety considerations.

Kindergarten & Grade 1

EXPERIENCE and DEMONSTRATE *BASIC* skills
(e.g. Playground, Tarmac)

Grades 2 - 4

PERFORM *BASIC* skills and begin to REFINE basic skills in grade 4
Use new EQUIPMENT (e.g. obstacle course, snowshoes, swimming, skating)

Grades 5 - 6

PERFORM and REFINE *MORE CHALLENGING* basic skills
Add VARIETY of ENVIRONMENT & EQUIPMENT (e.g. skiing, snowboarding, cross country, hiking, orienteering)

Grades 7 - 9

DEMONSTRATE (gr 7) - APPLY (gr 8) - REFINE (gr 9)
ACTIVITY-SPECIFIC skills
VARIED ENVIRONMENTS and EQUIPMENT
(e.g. orienteering, hiking, wall-climbing, winter sports)

PE 10-20-30

ADAPT & IMPROVE activity-specific skills (PE 10)
DEVELOP & COMBINE more challenging activity-specific skills (PE 20)
SELF-DETERMINE activity-specific skills to meet activity goals (PE 30)
Experience a VARIETY of ENVIRONMENTS and set PERSONAL GOALS (e.g. camping, flat-water and river canoeing, snorkelling and scuba diving, survival skills)

SAFETY CONSIDERATIONS

Physical Education teachers need to be familiar with the [Safety Guidelines for Physical Activity in Alberta Schools](#) when planning for all activities. Here are starting points for ensuring safe activities in alternative environments, more specific references can be found in our Dip, Dive and Glide and Ski, Skate and Slide resources.

General Aquatic Safety

- Constant supervision by Lifesaving Society certified lifeguard is required
- Students must meet *Swim to Survive* standard to access chest-deep water (www.lifesaving.org)

General Snow and Ice Safety

- CSA approved hockey helmets for activities on skates
- Ski/Snowboard helmets for skiing, snowboarding and natural luge
- Begin with lessons from qualified instructors/coaches for skiing, snowboarding and cross-country skiing

CREATING SUCCESSFUL PROGRAMS



Comprehensive School Health (CSH) is an evidence based, internationally recognized approach to building healthy school communities. This model places the students at the centre of decisions about the school community and considers four overlapping components to any initiative. The most effective initiatives include strategies from all four components. For example, you cannot provide effective programming in alternative environments without strong policy such as meeting safety guidelines.

Using a CSH approach when planning for unique physical education and learning experiences outside of the school walls can ensure they have maximum impact. Choose one or more strategies from each of the components, or come up with your own ideas within all four areas. Remember that many strategies will overlap components and be hard to categorize into only one area - those are the best strategies and will help to keep the initiative achievable!



ENVIRONMENTS AND TEACHING & LEARNING

Active Supervision and Guided Mileage

Ski, Skate and Slide features a variety of environments that teachers and/or service providers can set-up for students to practice in during and after skill instruction. Creative environments - for example in school yards for cross-country skiing, on a rink for skating or curling, or out on the ski and snowboard hill - give teachers the space to guide students through practice and challenges that are coached by the space, rather than the teacher. Students of varied abilities and experience levels can all participate in the same spaces, often self-selecting an appropriate challenge.

SCHOOL/COMMUNITY PARTNERSHIPS

Engaging Community Partners in the Curriculum

An example of a successful school and community recreation centre partnership comes from Parkland County. At the TransAlta Tri-Leisure Centre, young students have the opportunity to learn how to swim as part of the elementary school curriculum using the Red Cross *Swim @ School* program. The program is an effective way to get students in the water as part of their education, introducing them to basic water safety and strokes. See how this partnership has developed in this video: <http://bit.ly/2amUuVa>



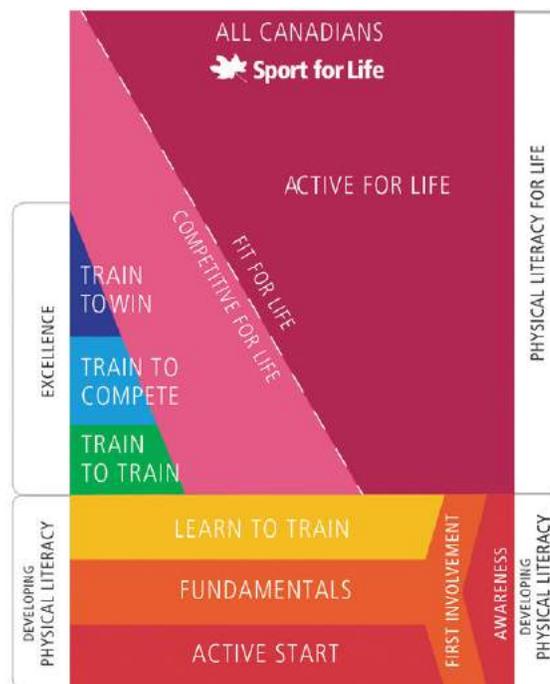
PHYSICAL LITERACY IN EDUCATION AND SPORT

Physical Literacy in Physical Education

Physical Literacy is the motivation, desire, competence and confidence to be active for life. Physical Education is an opportunity to develop physical literacy and promote healthy living for all students. Physical Literacy in Phys Ed begins with developing fundamental movement skills (FMS).



Alternative environments naturally develop general FMS (e.g. balancing on ice, jumping into water). Environments outside the gymnasium also have their own unique movement skills (balancing on an edge, floating) and are important for complete childhood development.

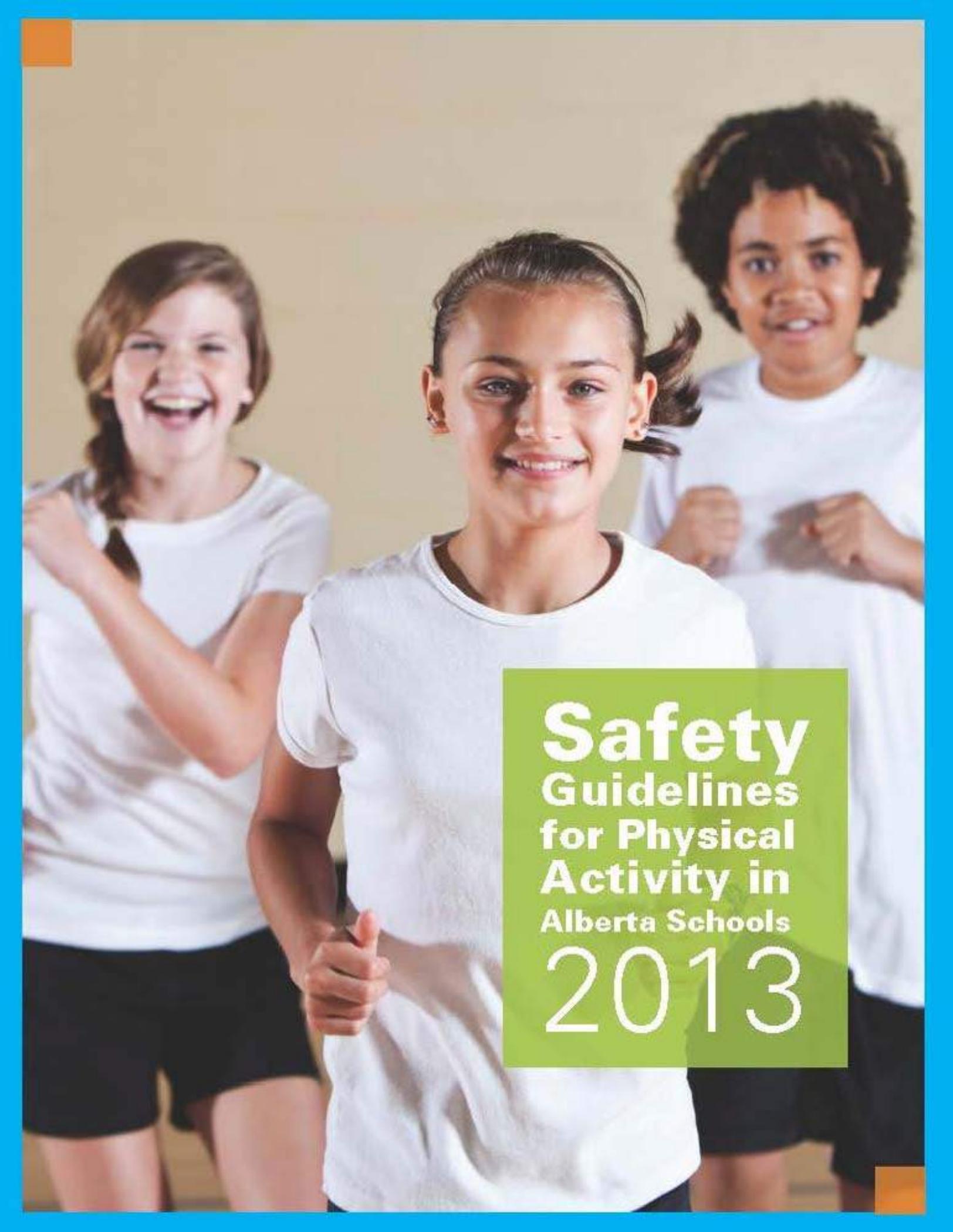


Physical Literacy in Long-Term Athlete Development

Developing Physical Literacy is the foundation of Canada's *Long Term Athlete Development model*. When Fundamental Movement Skills are strongly developed in childhood, the opportunity to develop sport-specific skills through adolescence is greatly enhanced.



Provincial and National sport organizations offer a number of resources that schools can use to help develop physical literacy and movement skills in their physical education programs. The Active Alberta Coalition is a new initiative that is helping to foster relationships between education, recreation and sport in the province. Follow the progress of the coalition: www.activealbertacoalition.ca

The image shows three young girls in white t-shirts and black shorts, running and smiling. They are positioned in a line, with the girl in the center being the most prominent. The background is a plain, light-colored wall. The overall mood is energetic and positive.

**Safety
Guidelines
for Physical
Activity in
Alberta Schools
2013**

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 H). 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 H). 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.

Considerations for Pre-Kindergarten/Early Childhood Services (ECS) Programing

- 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 Pre-Kindergarten or 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 or Open Water 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.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 187 may be used to more easily locate information.



All Physical
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 Pre-Kindergarten/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.
- 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



Continued from previous page

- 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.

Inclusion of All Students/Adapted Physical Education

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

Emergency Preparedness

- Teachers should inform their students of the locations of fire alarms, fire exits and alternative routes from the gymnasium or activity station.
- Teachers should inform students about how to behave in case of an emergency 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 T).

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 behaviour.

Continued on next page



Continued from previous page

- 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 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.

Continued on next page



Continued from previous page

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 I, J and K.
- 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.

Continued on next page

ALL PHYSICAL ACTIVITIES



All Physical
Activities
pg. 11-17

Continued from previous page

- 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.
- For activities on ice, long pants and long sleeved shirts are recommended.

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

See Appendix V, page 186 for information on head lice and helmets.

Jewellery

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

Hair

- A suitable device to keep hair from obstructing vision should be used, e.g., elastic. 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).

Continued on next page



All Physical
Activities
pg. 11-17

Orthotic Devices

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

Cultural Dress

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

Emergency Equipment

- An appropriate first aid kit should be stocked and accessible. 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.

WINTER OUTDOOR ACTIVITIES



Winter Activities
pg. 25

Also use



All Physical
Activities
pg. 11-17



Outdoor Activities
pg. 23-24

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.
- If using an outdoor pond or lake, choose a designated and maintained skating area.

CROSS-COUNTRY SKIING



All Physical Activities
pg. 11-17



Outdoor Activities
pg. 23-24



Winter Activities
pg. 25



Off-site Activities
pg. 33-35



Outdoor Education Activities
pg. 27-30

Cross-Country Skiing

Suitable for Pre-Kindergarten/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 (Pre-Kindergarten/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.

Cross Country Alberta
www.xcountryab.net
780-415-1738

CURLING (ON ICE)



All Physical
Activities
pg. 11-17



Outdoor Activities
pg. 23-24



Winter Activities
pg. 25



Off-site Activities
pg. 33-35

Curling (on ice)

**For curling in a gymnasium, refer to Indoor Activities guidelines.*

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.

Alberta Curling Federation
www.albertacurling.ab.ca
780-643-0809

Luge-sledding/Natural Luge

Suitable for Grades 4-12



All Physical
Activities
pg. 11-17



Winter Activities
pg. 25



Off-site Activities
pg. 33-35



Outdoor Activities
pg. 23-24

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.
- Canadian Luge Association Level One Coaching Certificate recommended.
- Teacher/instructor must postpone activity if there is an indication of inclement weather severe enough to put student safety at risk.

Instructional Considerations

- Luge-sledding should first be learned on snow before progressing to natural luge.
- Students should be introduced to basic skills related to safe participation in the activity. This should include:
 - braking
 - the standard luge position
 - left turn
 - right turn.
- A safe procedure for students to clear bottom area and to return to top of hill should be established.

Equipment/Facilities

- Sleds designed for luge-sledding and natural luge should be used.
- An ASTM approved ski/snowboard or CSA hockey helmet (without a cage to ensure visibility) must be worn.
- Warm, snugly fitting outwear should be worn.
- Warm, snugly fitting gloves, preferably with knuckle padding should be worn. Mittens are not recommended.
- Warm boots that are flexible at the ankle with warm socks should be worn.
- Students should begin learning skills on a slope of 30 m to 50 m in length.
- Teacher should consider the following conditions when choosing a site: sun, wind, wind chill and snow conditions as well as suitability of terrain.
- For luge-sledding, snow should be packed, but not icy.
- For natural luge the minimum track width should be 2 m.
- Hill and run out section at bottom of hill should be free of hazards for 10 m, e.g., trees, traffic. If this is not possible obstacles should be padded with foam or bales.
- Braking area should be flat and smooth with adequate space for safe stopping.
- Separate areas should be designated for sliding and walking up the slope.
- Sliding area should be smooth without holes and bumps.
- More information on preparing a teaching area or natural luge course are available from Natural Luge Alberta (www.naturallugealberta.com).

Natural Luge Alberta
www.naturallugealberta.com

SKATING (ICE)

Skating (Ice)

Suitable for Pre-Kindergarten/ECS Programs & 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 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.
- 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.

Skate Canada: Alberta-NWT-Nunavut

www.skateabnwtun.com

780-415-0465

1-866-294-0663

SKIING (ALPINE)

SNOW- BOARDING



All Physical
Activities
pg. 11-17



Outdoor Activities
pg. 23-24



Winter Activities
pg. 25



Off-site Activities
pg. 33-35

Skiing (Alpine) • Snowboarding

Suitable for Grades K-12

The following sections must also be considered:

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

Supervision

- For Grade 4-12, in-the-area supervision is recommended following initial skill instruction and after all safety concerns have been emphasized.
- For Grades K-3, on-site supervision is recommended i.e., students stay in a group with supervisor.
- Suggested guidelines:
 - 1:8 ratio (Grades K-3) of certified instructors/supervisors to students.
 - 1:15 ratio (Grades 4-6) of certified instructors/supervisors to students.
 - 1:20 ratio (Grades 7-9) of certified instructors/supervisors to students.
 - 1:30 ratio (Grades 10-12) of certified instructors/supervisors to students.
- Teacher or supervisor should establish check-in times during the day for all students.
- Lifts and appropriate runs to be used should be specified for each group.
- Supervisors' duties should be clearly outlined, e.g., circulating to all areas that students are using for skiing and snowboarding.
- 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.

Snowshoeing*Suitable for Pre-Kindergarten/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 (Pre-Kindergarten/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.

Tobogganing*Suitable for Pre-Kindergarten/ECS Programs & 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 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

- Toboggans or sliders that have handles and are designed to travel straight rather than to rotate are recommended.
- Toboggan or slider 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.