

A. LAND-BASED (SPRING/SUMMER/FALL ACTIVITIES)

Playgrounds

Playgrounds refers to fixed play equipment at a public or private facility. Due to the high level of participation of students in playgrounds (e.g., before and after school, at lunch and recess), there are a significant injury statistics involving hospital visits and even some deaths related to playground play. Most injuries are related to falls. Not surprisingly, the majority of children injured are from 5-9 year olds, but data is not available that separates out the largely supervised school use of playgrounds vs. frequent unsupervised use of playgrounds outside of school use 'windows'.

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- ❑ *I have at least a basic familiarity with the content in Sections 1 (Introduction) and 2 (Risk Management Primer) of this document.*
- ❑ *I have a solid understanding of all the material in Section 3 (General Considerations for Off-site Activities), and any relevant subsections in Sections 4 (Special Considerations).*

With this grounding, now review the following, keeping in mind that the guidelines below consider the use of playgrounds that are not on or adjacent to the schoolyard:

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to slips, trips, and falls in the program area or en-route to/from it;
- Injuries related to colliding with another person or with a fixed object;
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Injury related to equipment (e.g., malfunction, improper use);
- Injury related to items which may have been unintentionally or intentionally placed in the surfacing material (e.g., sharp objects in sand);
- Weather changes creating adverse conditions;
- Hypothermia due to insufficient clothing;
- Loss of manual dexterity in hands during cold and wet weather;
- Hyperthermia (e.g., heat exhaustion, heat stroke) due to insufficient hydration, overdressing, and/or overexertion in a hot environment;
- Allergic reactions to natural substances in the outdoor environment (e.g., bee or wasp stings);
- Psychological injury due to anxiety or embarrassment (e.g., re: body size or shape, lack of fitness or skill);
- Illness related to poor hygiene; and
- Other risks normally associated with the activity and environment.

Teacher/Leader Readiness

- Supervisors must be competent to supervise the playground activity and to effect emergency procedures as necessary;
- At least one person within five minutes arrival to an injured student should have at least emergency level first aid training (refer to **First Aid** in **Section 3**);

Equipment/Facilities

- Most playgrounds involve apparatus made of metal, plastic and/or wood. There is a trend emerging toward incorporating rocks, trees and other natural and man-made elements that may help challenge childrens' imagination in different ways and/or connect them to nature more than traditional playgrounds have. The guidelines remain the same with respect to safety as a priority. Virtually all playgrounds built in Canada on any public land will be required to meet CSA standards.
- Unless otherwise arranged and documented, the owner of the playground equipment (e.g., school, municipality, community league) is responsible for regular inspection and maintenance of the apparatus, as well as any necessary repair or replacement of it;
- The Lead Teacher or designate should visually check the playground site for garbage, broken glass, animal feces or other hazardous items;
- On an unfamiliar playground, the Lead Teacher or designate should visually inspect the playground equipment for any obvious broken or missing parts, worn-out equipment, cracks, sharp edges, or splinters and direct students away from any known defective equipment;
- 30 cm (12 inches) of impact-absorbing material such as sand, pea gravel, bark mulch, or rubber mats are preferable for surfacing. While not expecting teachers to go around pre-measuring surface depth, if and as appropriate, fill in or have students redistribute material to fill in any large holes found/created that may create a hazard;
- Where traveling to a playground more than .5 km from the school, students are responsible for bringing their own water, food, jacket, raingear (if appropriate) and/or other items as appropriate to the time intended to be spent away from the school;
- Students can generally play in running shoes or other reasonably sturdy footwear (avoid barefoot play); and
- Where a wading pool is present, the water must meet provincial water quality standards; e.g., water circulation, disinfection and filtering system; chlorine).

Instruction

- Wooden or plastic surfaces can be especially slippery when wet, as can rocky areas;
- Loose clothing, scarves or clothes with drawstrings that could catch on gaps in play equipment should be removed or avoided;
- Children's small fingers can be crushed or get caught in play equipment – supervise;
- Head and neck entrapment can occur when a small body or neck fits through an opening, but the head does not;
- Encourage all children to use equipment that is appropriate for their age and skill; older students need to be respectful of the younger ones present;

- Separate out active running play areas from calmer areas;
- Students should eat while sitting, not while running or playing;
- Hand-test slides or other equipment that may heat up on particularly hot days;
- Playground rules:
 - Be polite; don't push; wait your turn
 - Slide while sitting up feet first
 - Stay clear of things that move while others are using them
 - Remove anything that dangles (e.g., scarf, long necklace).

Supervision

- Generally, in-the-area supervision, with on-site supervision of children under six and constant visual supervision of small children on equipment higher than they are tall.
- On-site supervision of any water play (e.g., wading/splash pool, pond).
- Appropriate ratio as per **Section 3 Supervision Ratios**.

Sports and games, whether organized as structured educational activities or recreational play, offer many and varied benefits to developing youth and should remain an integral part of growing up. Learning how to manage related risks is part of learning how to 'play the game' and have an active healthy lifestyle.

In Canada, injury while participating in sport/recreation activities is the leading cause of hospital emergency visits by adolescents. Positive proactive steps must be taken to teach safe participation, minimize potential for injury and support speedy recovery from injuries that do occur.

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With this grounding, now review the following:

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to slips, trips, and falls in the program area or en-route to/from it;
- Injuries related to colliding with another person or with a fixed object;
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Foot, knee or other leg injuries (e.g., blisters, sprains, strains);
- Overuse injuries/conditions;
- Injury related to equipment (e.g., improper fit, improper adjustment, malfunction, improper use);
- Weather changes creating adverse conditions;
- Hypothermia due to insufficient clothing;
- Loss of manual dexterity in hands during cold and wet weather;
- Hyperthermia (e.g., heat exhaustion, heat stroke) due to insufficient hydration, overdressing, and/or overexertion in a hot environment;
- Allergic reactions to natural substances in the outdoor environment (e.g., bee or wasp stings);
- Psychological injury due to anxiety or embarrassment (e.g., re: body size or shape, lack of fitness or skill);
- Illness related to poor hygiene; and
- Other risks normally associated with the activity and environment.

Teacher/Leader Readiness

- The teacher/ leader/coach must be competent to organize the sport or game activity; to demonstrate, instruct and supervise it, and to effect rescue and emergency procedures as necessary.
- Assistant teachers/leaders/coaches should have adequate knowledge, skill, fitness and related experience to support the group.
- At least one supervisor should have first aid training, the level dependent upon the time/distance from professional first responders (refer to **First Aid** in **Section 3**).

Equipment/Facilities

- The Lead Teacher/Coach must be familiar with the facility/area used; e.g., inherent hazards, direction of activity, spacing of students, emergency support.
- Protective equipment (e.g., helmets, padding) must be required while engaging in sports the inherent risks of the activity suggest it is necessary and where such equipment use is the norm. Consider the age/grade, speeds involved and potential for impacts with the ground or other fixed objects or with other students participating or equipment involved. **See Section 4. for detailed information regarding Helmets.**

Instruction and Coaching

- Support students and others involved in understanding the rules of play.
- Encourage use of Codes of Conduct for students, instructors/coaches and parent/guardians for competitive leagues and fair play codes for recreational settings.
- For competitive sport above initiation levels, support adequate physical training and conditioning of students for the demands of the activity. In developing training programs, consider all of the physical parameters involved; e.g., strength, endurance, balance, flexibility, aerobic conditioning, skill development.
- Encourage and support development of psychological aspects of training and competition as appropriate; e.g., decision making, risk taking, ethics, stress management etc.).
- Learn to recognize and encourage athletes to learn the early signs and symptoms of overuse injuries (e.g., pain on movement, loss of strength, loss of range of motion).
- When a student or athlete is injured during sport training or competition, encourage the parent(s)/guardian(s) to seek early diagnosis and rehabilitation of the youth by a doctor (ideally a sport medicine practitioner).

Supervision

- Supervision level and ratio depends upon the nature of the activity, group and environment. Generally, more and closer supervision is indicated with younger and/or less experienced students and/or where activities and environments have higher or more complex inherent risks.

Day Hiking refers to walking with light daypacks, without the expectation of camping out overnight. For the purposes of this document (Level 1 Manual), the context is limited to half-day or shorter outings involving **trail hiking** (i.e., referring to the use of routes that should be obvious, virtually hazard-free, and with little or no route finding required under normal weather conditions, utilizing official and/or unofficial trails, hiker-set trails, game trails, old roads and/or cut lines).

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With this grounding, now review the following:

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Suffering an injury while alone on a route/trail;
- Injuries related to slips, trips, and falls in the program area or en-route to/from it;
- Injuries related to colliding with another person or with a fixed object;
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Weather changes creating adverse conditions;
- Hypothermia due to insufficient clothing;
- Loss of manual dexterity in hands during cold and wet weather;
- Hyperthermia (e.g., heat exhaustion, heat stroke) due to insufficient hydration, overdressing, and/or overexertion in a hot environment;
- Injury or delay related to equipment (e.g., poor fit, improper adjustment, malfunction, improper use);
- Foot, knee or other leg injuries (e.g., blisters, sprains, strains);
- Acute or overuse injuries/conditions;
- Allergic reactions to natural substances in the outdoor environment (e.g., bee or wasp stings);
- Injuries related to interactions with animals and plants in the environment;
- Psychological injury due to anxiety or embarrassment (e.g., re: body size or shape, lack of fitness or skill);
- Illness related to poor hygiene or failure to adequately purify water; and

- Other risks normally associated with the activity and environment.

Teacher/Leader Readiness

- The teacher/leader must be competent to organize the hiking activity; to demonstrate, instruct and supervise it, and to effect rescue and emergency procedures as necessary.
- The teacher/leader must be familiar with the area and/or route.
- Assistant teachers/leaders should have adequate knowledge, skill, fitness and related experience to support the group.
- At least one supervisor should have first aid training, the level dependent upon the time/distance from professional first responders (refer to **First Aid** in **Section 3**).

Equipment/Facilities

- All necessary equipment, including first aid kit, and survival and repair kits as appropriate, should be checked and restocked before the trip.
- Have a map of the route (e.g., park, trail or sketch map of trail area) and stay on designated trails.
- Encourage use of comfortable, durable, closed-toe flat shoes (e.g., running shoes) or boots.
- Each group member should carry their own day pack, complete with water, food, extra clothes, raingear, and/or other items, as appropriate to the hike.
- Each group member should have a whistle.
- If hiking in known bear country, carry deterrent.
- Be particularly conservative regarding hiking distance and time estimates when pending darkness may affect success and safety.

Instruction

- Consider the nature and severity of any pre-existing condition(s) of any group members.
- In an age-appropriate manner, students should be taught about the route and known common or unique hazards on it or in the area (e.g., steep-sided trails, water margins, wildlife, ticks) and procedures for avoiding or dealing with each.
- Students should be directed, as appropriate to the route, to avoid damaging any sensitive areas (e.g., marshes, wetlands, soft earth embankments and/or mossy rocks), and to avoid any machines or wild or domestic animals encountered).
- Wooden surfaces, be they roots or man-made structures can be especially slippery when wet, as can rocky beaches with or without vegetation.

Supervision

- In-the-area supervision.
- Appropriate ratio as per Section 3, plus additional supervisors as suggested by the group and/or environment.

- Use lead/sweep, buddy system, head counts, regular rest breaks and/or other appropriate methods to keep the group together.
- Rendezvous at trail junctions to ensure no one goes the wrong way.
- Consider the use of communications equipment between lead and sweep or smaller hiking units (e.g., cell phones, Family Radio Service (FRS), walkie-talkies,).

Orienteering is a sport involving students finding their way, as quickly as possible, through a geographic area (typically a semi-natural to natural environment) to pre-established, marked and mapped control points, using specially prepared large-scale orienteering maps as their primary navigation aid. For the purposes of this document (Level 1 Manual), the context is limited to areas with distinct boundaries that minimize the potential for a student to remain lost for more than an hour.

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With this grounding, now review the following:

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group (recognizing that the activity is typically done solo, in pairs, or in small groups);
- Suffering an injury while alone on a route/trail;
- Injuries related to slips, trips, and falls in the program area or en-route to/from it;
- Foot, knee or other leg injuries (e.g., blisters, sprains, strains; acute or overuse injuries/conditions);
- Injuries related to colliding with another person or with a fixed object;
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Weather changes creating adverse conditions;
- Hypothermia due to insufficient clothing;
- Loss of manual dexterity in hands during cold and wet weather;
- Injuries or delays caused by changes in the mapped area not shown on the map or map reading errors;
- Hyperthermia (e.g., heat exhaustion, heat stroke) due to insufficient hydration, overdressing, and/or overexertion in a hot environment;
- Allergic reactions to natural substances in the outdoor environment (e.g., bee or wasp stings);
- Injuries related to interactions with animals and plants in the environment;
- Psychological injury due to anxiety or embarrassment (e.g., re: body size or shape, lack of fitness or skill);
- Illness related to poor hygiene; and

- Other risks normally associated with participation in the activity and environment.

Teacher/Leader Readiness

- The teacher/leader must be competent to organize the orienteering activity; to demonstrate, instruct and supervise it; and to effect rescue and emergency procedures as necessary. The larger the orienteering area and/or longer the orienteering activity is to be, the more knowledge, skill, fitness and experience the leader must have.
- Assistant teachers/leaders should have adequate knowledge, skill, fitness and related experience to support the group.
- Leadership training may be secured through the Orienteering Canada, the BC Orienteering Association or other appropriate sources.
- At least one supervisor should have first aid training, the level dependent upon the time/distance from professional first responders (refer to **First Aid** in **Section 3**).

Equipment/Facilities

- Maps used should be of appropriate scale and relatively current (e.g., reconnoiter routes, identify any discrepancies discovered between map and land, notify students of changes on the map and have them draw them in).
- Define specific boundaries for the activity.
- A safety bearing may be provided if students have been trained in compass use.
- All students should carry whistles.
- Length and difficulty of course(s) should be appropriate to the age, ability and experience of the students, or students should be directed to appropriate courses.
- Each course should be planned so that it avoids serious hazards like cliffs, uncovered wells, etc. on likely routes students will take between controls.
- Students should be encouraged to wear long-sleeved shirts and long pants if viable route choices include going through the bush.
- Encourage students to carry water to prevent dehydration or provide opportunities for water breaks during and at the end of the course.
- Be particularly conservative regarding course distances and time estimates when pending darkness may affect success and safety.
- While generally conducted on foot, orienteering may be adapted for application on bikes, cross country skis, snowshoes or any other mode of transport. When applying the sport to these other modes, the course setter should consider route choices and hazards (e.g., a control part way down a steep hill may be fine for running orienteers but dangerous for those on cross country skis).

Instruction

- Students should be instructed in basic orienteering skills where such instruction will support safe participation in the activity and environment selected. Skills taught may include:
 - orienting the map,
 - identifying features on the map and on the land,

- distance judging and pacing (as appropriate to age of the students),
- thumbing along on the map,
- use of a compass, alone and with the map (if using compasses),
- what a control looks like and what to do when reaching one.
- Generally, stress accuracy over speed in orienteering.
- If students are to potentially cross roads or railways, they must be directed to observe traffic rules and to be especially careful. Courses for younger groups should completely avoid such hazards and/or younger students supervised by an adult when making such crossings.
- Students should be told not to attempt to cross areas marked on the map as uncrossable or out-of-bounds.
- Instruct students in whistle communications system.
- Instruct students to leave gates as they found them.
- Students should be directed to aid an injured orienteer they encounter (e.g., assist individual as appropriate, whistle for help).
- Students should be directed, as appropriate to the area, to avoid damaging any sensitive areas (e.g., marshes, wetlands, soft earth embankments and/or mossy rocks, avoid any machines or wild or domestic animals encountered).
- Students should be warned regarding the risks to other orienteers of damaging, hiding or removing a control during the event and told that doing so is a serious offence.
- When time is up, students must be directed to report in to the teacher/leader or designated Finish Official, whether they have completed the course or not.

Supervision

- In-the-area supervision; on-site for students under age 10.
- Ratio as per calculation (See [Section 3](#)). With younger and/or highly inexperienced students in terrain that requires route finding (e.g., forested land), have a supervisor participate with them (e.g., one supervisor per pair or small group). The supervisor can coach the students back on course if they need help or get lost.
- Encourage or require use of a buddy system for those who no longer require direct adult supervision but who lack sufficient skill, experience, and/or confidence to go alone.
- Take attendance before and after event or use master sheet if timing students to ensure everyone is off the course before departing.

Cross country running is a healthful activity involving jogging, running or racing a pre-determined route (often through a natural or semi-natural environment).

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Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up (recognizing that the activity is typically done solo, in pairs or small groups);
- Injuries related to slips, trips, and falls in the program area or en-route to/from it;
- Injuries related to colliding with another person or with a fixed object;
- Foot, knee or other leg injuries (e.g., blisters, sprains, strains; acute or overuse injuries/conditions);
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Weather changes creating adverse conditions;
- Hypothermia due to insufficient clothing;
- Loss of manual dexterity in hands during cold and wet weather;
- Hyperthermia (e.g., heat exhaustion, heat stroke) due to insufficient hydration, overdressing, and/or overexertion in a hot environment;
- Allergic reactions to natural substances in the outdoor environment (e.g., bee or wasp stings);
- Injuries related to interactions with animals and plants in the environment;
- Psychological injury due to anxiety or embarrassment (e.g., re: body size or shape, lack of fitness or skill);
- Illness related to poor hygiene;
- Other risks normally associated with the activity and environment.

Teacher/Leader Readiness

- The teacher/leader must be competent to organize the cross country running activity; to demonstrate, instruct and supervise it; and to effect rescue and emergency procedures as necessary. The larger the area and/or longer the cross country run is to be, the more knowledge, skill, fitness and experience the leader must have.

- Assistant teachers/leaders should have adequate knowledge, skill, fitness and related experience to support the group.
- Training may be secured through Athletics Canada, BC Athletics, or other appropriate sources.
- At least one supervisor should have first aid training, the level dependent upon the time/distance from professional first responders (refer to **First Aid** in **Section 3**).

Equipment/Facilities

- Define specific age and ability appropriate routes and boundaries for the activity. If potential for students to get lost, mark the route (e.g., using survey tape, pylons) and/or walk or jog it as a group prior to other forms of training or racing on it.
- All students should carry whistles, particularly if they will potentially be alone on a route.
- Length and difficulty of course(s) should be appropriate to the age, ability and experience of the students (e.g., children under 12 should not be out of sight for extended periods).
- The course should be planned so that it avoids serious hazards like cliffs, uncovered wells,, etc.
- For courses more than two kilometers in length and/or 30 minutes in duration, encourage students carry water or provide water breaks during and at the end of the course.
- No earphones while running.
- Be particularly conservative regarding running distance and time estimates when pending darkness may affect success and safety.
- An appropriate means of securing emergency services (e.g., cell phone, telephone) and an appropriate first aid kit should be at the start/finish area.

Instruction

- Students should be instructed in basic cross country running skills where such instruction will support safe participation in the activity and environment selected. Skills taught may include:
 - appropriate warm-up and cool-down to minimize potential for injury/residual soreness;
 - running technique (e.g., up and down hills, cornering); and
 - pacing.
- Generally, stress running within one's capacity.
- If students are to potentially cross roads or railways, they must be directed to observe traffic rules and to be especially careful.
- Students should be told not to attempt to cross areas identified as uncrossable or out-of-bounds.
- Instruct students in whistle communications system.
- Instruct students to leave gates as they found them.

- Students should be directed to aid an injured runner they encounter (e.g., assist individual as appropriate, whistle for help).
- Students should be directed, as appropriate, to avoid damaging any sensitive areas on or along the route (e.g., marshes, wetlands, soft earth embankments and/or mossy rocks); avoid any machines or wild or domestic animals encountered on a run.
- Students should be warned regarding the risks to other runners of damaging, hiding or removing a route marker during the event and told that doing so is a serious offence.
- Students must be directed to report in to the teacher/leader or designated Finish Official, whether they have completed the course or not.
- When a student has suffered an injury/condition affecting capacity to train and/or race, whether acute in nature or due to repetitive use, work with the student's parent(s)/guardian(s) and physician (if and as appropriate) to determine an appropriate means to rehabilitate the injury/condition and time for the student to return to running. Encourage slow, progressive re-entry to speed work or racing.

Winter Running Considerations

- Run upwind at the beginning before runners begin sweating. Running into the wind is generally colder than running down-wind.
- Avoid cotton clothing except in warm weather because it absorbs moisture; dress in layered synthetic fibers and/or wool for dryness and warmth.
- Keep the head and neck covered; these are prime areas for heat loss.
- A tube or face mask may make cold air more comfortable to breathe.
- Dress for the wind, especially when wind chill is high.
- Do not expect ideal performance as colder muscles and multiple layers of clothing decrease flexibility; slow down to avoid injury.
- If it is cold, look for loop circuits, rather than out and back, so the run can be cut short.
- Do speed work indoors; avoid rapid accelerations or decelerations in the cold.
- Avoid running on icy routes; in the least, slow down, shorten the stride and make direction changes gradual.
- Winter has fewer daylight hours so, if running along/crossing roads at dusk or after dark, help drivers see you (e.g., reflective tape, reflective clothing, battery-powered flashers).
- After an outdoor run, change into dry clothes as soon as possible.

Supervision

- In-the-area supervision; on-site for younger groups.
- Ratio as per calculation (See [Section 3](#)). Where a teacher/leader or coach is working with a team on a running route well known to the students, where the students are mature and well trained in the management of the inherent risks present, where a buddy system is employed and external communications (e.g. cell phone, telephone) is present at the start/finish, it may be feasible for the teacher/leader/coach to conduct this activity with a single assistant. Notify parents/guardians of the supervision arrangements.
- Where students will be out of sight for extended periods on training routes/trails, consider using a buddy system (pairing relatively equal runners to support each other).
- Take attendance before and after training/event or use master sheet if timing students to ensure everyone is off the route/course before departing.

Cycling

Activity Instruction

Grade 1+

Half-day Tripping (< 3 hrs.)

Grade 5+

Cycling: refers to bike riding on hard surface bike trails, quiet neighbourhood streets and/or soft surface trails, but only where these are wide, gentle in grade and require minimal, if any, manoeuvring through and around obstacles (e.g., narrowly spaced trees, rocks, roots, drops, mud, streams). If the activity involves such manoeuvring, refer to Cycling, Mountain Biking and/or BMX in the Level 2 Manual, as appropriate.

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With this grounding, now review the following:

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to slips, trips, and falls in the program area or en-route to/from it;
- Injuries related to falling off the bike;
- Injuries related to colliding with a moving object (e.g., another cyclist) or with a fixed object (e.g., a tree);
- Injuries related to ill-fitting equipment, equipment malfunction, or failure to use the equipment properly;
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Weather changes creating adverse conditions;
- Hypothermia due to insufficient clothing;
- Loss of manual dexterity in hands during cold and wet weather;
- Hyperthermia (e.g., heat exhaustion, heat stroke) due to insufficient hydration, overdressing, and/or overexertion in a hot environment;
- Allergic reactions to natural substances in the outdoor environment (e.g., bee or wasp stings);
- Injuries related to interactions with animals and plants in the environment;
- Psychological injury due to anxiety or embarrassment (e.g., re: body size or shape, lack of fitness and/or skill);
- Illness related to poor hygiene, and
- Other risks normally associated with the activity and environment.

Cycling Activity Instruction

Teacher/Leader Readiness

- The teacher/leader must be competent to organize the cycling activity; to demonstrate, instruct and supervise it; and to effect rescue and emergency procedures as necessary. The larger the area and/or longer the cycling activity is to be, the more knowledge, skill, fitness and experience the leader must have.
- The teachers/leaders must be aware of and respect cycling related legislation in the province, as it relates to the cycling activity and environment.
- All teachers/leaders and accompanying supervisors should be comfortable on the type of bike and in the environment selected.
- The teachers/leaders should be very cognizant of their own riding habits and consciously work to be good role models (e.g., wear helmets, use signals consistently, walk where students are expected to walk).
- If going off-site more than .5 km (3 blocks), at least one leader should have some skill in basic bicycle repair and maintenance.
- Training may be secured through Cycling Canada, Sprockids or other appropriate sources.
- At least one supervisor should have first aid training, the level dependent upon the time/distance from EMS (refer to **First Aid** in **Section 3**).

Equipment/Facilities

If personal equipment, parents/guardians can be tasked with checking or having a bike technician check the bike over and fit it to the student prior to student using it in the activity. Bicycle inspection should include, but not limited to:

- working brakes,
- properly positioned saddles,
- inflated tires with adequate tread,
- functioning gears (if relevant), and
- secure headsets.
- bicycle should be appropriately fitted to the rider, including but not limited to adjusting for correct: seat height and position, pedal positioning, and placement of hands on handlebars.
- Parents/guardians are responsible for outfitting their child/ward with correctly fitting single use approved bicycle helmets for cycling activities (see **Protective Equipment for Physical Activities** in **Section 4**), unless the school has assumed this responsibility. Cycling helmets reduce head injuries by 85-88%, are inexpensive, accessible and required by law for all minors in most provinces. Teachers/leaders must **STRONGLY ENCOURAGE** their use in all cycling activities and require them for any riding on highways in BC.
- Teachers/leaders should check that students' helmet straps are properly adjusted and buckled and require students to keep them on at all times while riding.

Proper Bike “Fit” for a Child or Beginner

- Sitting on the seat with hands on the handlebar, the rider should be able to place the balls of both feet on the ground.
- Straddling the centre bar, the rider should be able to stand with both feet flat on the ground with anywhere from a 2.5 – 5 cm (1-2”) clearance between the crotch and the bar for road bikes; 7.5—12.5 cm (3-5”) clearance for mountain bikes and 5 – 10 cm (2-4”) clearance for commuter, touring and kids bikes depending on how aggressive the rider is.
- The rider should be able to comfortably grasp the brakes and apply sufficient pressure to stop the bike.

- Recommend that a functioning bell or noisemaker be attached to each bike.
- Use closed-toe, stable shoes for cycling (e.g., runners, approach shoes, cycling shoes).
- Toe-clips or clipless pedals aid in cycling efficiency and in keeping the feet on the pedals, but riders who use them must know how to use them effectively and, more importantly, how to extricate themselves quickly if need be (especially on hills). Alternatively, if inadequate time and opportunity to learn to use these pedals safely, swap in flat pedals for the cycling activity.
- Clothing worn should be comfortable and appropriate for the weather. Light coloured or reflective clothing and helmets are more visible.
- Secure pant legs, as necessary (e.g., clips, elastics), to avoid snagging under chain.
- Tie shoelaces and secure loose clothing and long hair.
- No earphones or cell phones while riding.
- Select on-site instruction stations carefully in terms of natural boundaries (or set out pylons or other indicators). Consider ground surface and pedestrian or other traffic.
- Cycling with students under age 10 should be on-site or on another well-controlled site or route; avoid roads shared with motor vehicle traffic as much as practicable.
- Avoid riding on sidewalks as much as practicable; yield to pedestrians.
- If going off-site, choose routes carefully in terms of the length, grade, road surfaces (paved, gravel, dirt), and consider the presence/frequency of traffic, complex intersections, and/or other hazards.
- Prior to initial use of an unfamiliar route, leader or designate should do a pre-ride to assess safety and suitability.
- Be particularly conservative regarding distance and time estimates when pending darkness may affect success and safety.
- Avoid riding off-site at night. If riding at dusk, reflective strips on the bike frame, clothing, use of a headlight, a red taillight and/or red reflectors on the rear of the bike increase visibility.

Instruction

- Instruction may include, if/as relevant to the cycling activity, group and time available:
 - clothing and footwear for riding,
 - bike checks,
 - correct positioning on bicycle,
 - reading and obeying traffic signs and/or bike trail signs,
 - staying alert (inattention causes accidents),
 - how to signal and carry out turns safely,
 - how to maneuver the bike (e.g., riding up and down hills, cornering)
 - when to ride and when to walk (e.g., busy intersections),
 - anticipating and responding to rough patches in the road/trail including standing water, depressions, loose gravel, rocks, ruts etc.,
 - riding single file, leaving enough space to be able to dodge obstacles without endangering others,
 - calling out obstacles and traffic for those behind,
 - riding in the same direction as the traffic (ride on the right),
 - passing others safely; call out and pass on the left,
 - stopping and looking both ways before entering the street,
 - riding in a predictable manner; looking around before swerving, turning or changing lanes and signaling where appropriate,
 - safe riding procedures for if in traffic, near parked vehicles and especially around buses and trucks,
 - staying alert and focused on the road and traffic including moving and non-moving obstacles, road conditions and weather conditions,
 - handling equipment failure like flat tires or breaking chains,
 - efficient cycling technique and gear use,
 - handling gusting headwinds and crosswinds,
 - dealing with wet riding surfaces (which can be slippery and can reduce brake function),
 - being aware of snow or ice which can be a seasonal hazard on trails,
 - basic bike maintenance (e.g., cleaning) and repair (e.g., changing a tire), and
 - how to fall/put the bike down safely.
- The relevant rules of the *Motor Vehicle Act* must be adhered to if going on roadways, including group riding protocol.
- Students should be instructed to make eye contact with drivers and assume that they have not been seen until acknowledged.
- Rules of the trail for off-road cycling must be reviewed, if trail riding.
- With young or inexperienced riders, an initial riding pretest (safety emphasized) may be given before leaving the start area (e.g., starts, stops, turns, signals, communications).
- Racing should generally not be done, except where students have been trained how to race and demonstrated they can race safely and an appropriate site is used.

Supervision

- On-site supervision when teaching new skills or if working with students under age 10. In-the-area supervision otherwise.
- Ratio as per calculation (See [Section 3](#)).
- A designated teacher/leader stays at the front of the pack to set an appropriate pace, and the sweep stays at the back of the pack. If there is a change in road/trail direction, the leader should ensure no one misses the turn.

Cycling Day Trip: all of Activity Instruction, plus:

Equipment/Facilities

- Plan trip distances conservatively, in the event of a mechanical breakdown or other problem. Cycling trips usually cover substantially more distance than hiking outings, so it is easy to be quite far from home base.
- Pre-travel the route or seek other reliable information to secure an estimate of the time needed, road or trail conditions, hazards present, and appropriateness for the group.
- Parents/guardians are responsible for ensuring the bike is safe. By law, it is required to be fitted with a bell/noisemaker. Reflectors are recommended.
- A leader should carry a basic repair kit (e.g., patch kit and pump).
- Riders need a good layer(s) of clothing for wind protection if it is cool out; riders lose heat through convection (air moving past body carries body heat away).
- Avoid riding on busy roads, especially if there is no cycle lane or paved shoulder. Quiet roads are generally safer, as well as more scenic and interesting.
- If road riding, at least the lead and sweep riders should be wearing clothing or safety vests that are brightly coloured or that have reflective tape to enhance visibility of the group to motorists. All riders should be encouraged to wear brightly colored and/or reflective clothing.
- Headwinds can greatly affect pace. Consider direction of tour in relation to forecast and season and plan distances accordingly.
- The first aid kit should include large gauze pads and bandages to cover major road rash.
- Bring sufficient locks or supervise bikes to protect against theft if leaving them in a public place for a period of time.
- If it is necessary to transport bikes (other than parents/guardians bringing them to the site), select an appropriate mode of transport for the bikes. This may include using trailers, vehicle bike racks and/or other methods of public conveyance (e.g., buses, trains). Check any trailers used for loose bolts and ensure lights are functioning. Ensure bike racks are well attached to the vehicle and bikes to the racks.

Instruction

- If sharing the trail with other recreational users (e.g., walkers/joggers, hikers, horse riders), ensure that cyclists are familiar with protocols for safety and courtesy (e.g., ride under control and at reasonable speed; make verbal/bell contact, especially if coming up behind someone; dismount, move off to side and stand still while horse groups pass).

- Instruct students to get themselves and all of their gear well off the road or trail when resting, having lunch, or stopping for any other reason.
- Because of convection effects, cyclists may dehydrate more quickly than hikers or others working at the same intensity. Students should be encouraged to carry water (on their bikes or persons), and to drink often (e.g., give reminders at break stops and model by drinking frequently).

Supervision

- In-the-area supervision generally.
- Constant visual supervision if students are dealing individually with a specific significant hazard encountered on the road or trail (e.g., riding near a water margin).
- Ratio as per calculation (See [Section 3](#)).
- Lead and sweep supervisors should carry communication equipment (e.g., cell phones, FRS, walkie-talkies) to facilitate communication between them, or create a relay system to pass messages up and back.

Small Wheel Activities

Activity Instruction
Half-day Tripping (< 3 hours)

Grade 1+
Grade 3+

Small wheel activities (inline skating, roller skating, skateboarding, longboarding, roller skiing, and scootering) are very popular and they are among the most accessible activities in our communities. Providing formal instruction in one or more of these activities can contribute to safe active commuting, fitness training, sport participation as well as simple lifelong recreational participation. Instruction in any one of the activities can have carry-over benefits to those selecting one of the other activities during their recreational time. The greatest number of small wheel activity injuries occur to children under 14, and from 50 – 75% of those involve the upper body and extremities.

Inline Skating – Skaters wear inline skates with a single row of wheels (usually four) on the bottom of each boot and propel themselves as in ice-skating.

Roller Skating – As above, but the boots each have two pairs of wheels.

Scootering – Riders hang onto a handlebar that projects up from the front of a platform supported by two wheels/pairs of wheels, and push themselves (scooter) along.

Skateboarding – Riders stand on a board mounted on two pairs of wheels and push themselves along. The activity is done on general small wheel terrain as well as in specially designed skateboard parks that provide challenging obstacles for the riders.

Longboarding - Riders stand on a four-wheeled longboard, which is an apparatus similar to, but longer than a skateboard. The board's size and larger, softer wheels make these boards ride smoother and faster for distance cruising and downhill riding.

Roller Skiing – Participants stand on two short 'skis', each with 1 or 2 wheels at each end. They propel themselves using Nordic ski techniques (classic or skating depending on the type of roller skis) and using cross country ski poles.

Heelies – Heelies are shoes that have small wheels inserted in the heels to allow both walking and rolling. While injuries do occur, the use of heelies is not part of any known formal school or youth programs and so will not be discussed further in this section. Organizations may develop a policy regarding whether they allow, restrict or prohibit the use of heelies on their sites or in their programs.

Prior to reviewing elements of this subsection for the purpose of planning an activity or outing, be able to confirm the following:

- I have at least a basic familiarity with the content in Sections 1 (Introduction) and 2 (Risk Management Primer) of this document.*
- I have a solid understanding of all the material in Section 3 (General Considerations for Off-site Activities), and any relevant subsections in Section 4 (Special Considerations).*

With this grounding, now review the following:

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to slips, trips, and falls in the program area or en-route to/from it;
- Injuries related to colliding with a movable object (e.g., another person) or with a fixed object (e.g., tree or car);
- Injury or delay related to ill-fitting equipment, equipment malfunction, failure to use the equipment properly;
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Weather changes creating adverse conditions;
- Hypothermia due to insufficient clothing;
- Loss of manual dexterity in hands during cold and wet weather;
- Hyperthermia (e.g., heat exhaustion, heat stroke) due to insufficient hydration, overdressing, and/or overexertion in a hot environment;
- Injuries related to interactions with animals and plants in the environment;
- Allergic reactions to natural substances in the outdoor environment (e.g., bee or wasp stings);
- Psychological injury due to anxiety or embarrassment (e.g., re: body size or shape, lack of fitness or skill);
- Illness related to poor hygiene,
- Other risks normally associated with the activity and environment.

Small wheel activities pose some challenges to students, especially younger ones, that formal instruction and supervised practice can help address, including:

- Getting used to having a higher centre of gravity while on the apparatus;
- Developing a sense of balance while rolling;
- Developing an accurate estimation of their skills and abilities on the apparatus;
- Improving reaction times and coordination (e.g., ability to avoid falling and to manage falls that do occur); and
- Learning to judge speed, pedestrian reactions, etc.

Teacher/Leader Readiness

- The teacher/leader must be competent to organize the small wheel activity; to demonstrate, instruct and supervise it, and to effect rescue and emergency procedures as necessary.
- The teacher/leader should be comfortable and competent on the apparatus of choice.
- If on-site or at a designated facility (e.g., in a rink, at a skateboard park), not all supervisors need to be on small wheel apparatus themselves. But if going off-site (day tripping from point A to B), they must all be sufficiently comfortable and competent on the apparatus to support the group.

- Assistant teachers/leaders should have adequate knowledge, skill, fitness and related experience to support the group.
- If going off-site more than .5 km (3 blocks), at least one supervisor should be competent in basic repair and maintenance of the equipment used.
- At least one supervisor should have first aid training, the level dependent upon the time/distance from professional first responders (refer to **First Aid** in **Section 3**).

Equipment/Facilities

- Inspect equipment, if the school is providing it (or have parents/guardians or mature students inspect their own gear brought from home, prior to the session).

Small Wheel Gear Check

- axles – snug but not tight;
- wheels – should not be stiff, cracked or seriously;
- board surfaces on skateboards or scooters – should not be cracked, slippery, splintered, or have sharp edges;
- scooter handlebars – tight,
- brakes on skates or scooters – secure and not overly worn;
- roller skis – bindings working

- If scootering, set (or have parents/guardians or mature students set) handlebars at an appropriate height for the rider.
- If skateboarding, parents/guardians or mature students should check that the boards are appropriate for the rider’s weight.
- If longboarding, the board should have settings properly adjusted for the individual student by a qualified technician.
- Inline skates (or ski boots if roller skiing) should fit snugly to provide sufficient support and allow good responsive control.
- The design of inline skates used should match the ability of the skater; three and four-wheeled skates are suitable for novice or intermediate-level skaters, five-wheeled skates are high-performance, extremely low-friction skates used by competitive skaters.
- Unless the school has assumed this responsibility, parents/guardians must be required or at least strongly encouraged to provide a protective helmet for the student (e.g., cycling, skateboard, multi-sport), properly fitted and adjusted (refer to **Helmets** in **Section 4. Special Considerations**).
- Hand and wrist protection (gloves at a minimum and hard shell wrist guards preferable for beginners and novices) and elbow and knee pads are recommended for all small wheel activities (except wrist guards for scootering where they may interfere with a small rider’s ability to hold the handlebars). If the program is not providing protective

equipment, recommend that parents/guardians provide it or acknowledge that there is added risk to their child/ward participating without it. Protective equipment should be worn snugly enough that it will not slip out of position, but not so tight that it constricts movement or circulation.

- Students engaged in skateboarding, longboarding or scootering should wear closed-toe, slip-resistant shoes (e.g., runners).
- Students roller skiing need cross country ski boots that match the bindings on the roller skis.
- Students who are roller skiing with poles need cross country ski poles of appropriate length and with tips that grip the asphalt surface. The poles will not work on cement; the tips can't bite in.
- Students should wear non-restrictive clothing that covers the torso and thighs.
- An appropriate asphalt trail, tarmac or quiet road must be selected, appropriate to the age and ability of the group. For younger students and/or initial instruction, select an area well away from any vehicular, pedestrian or other traffic.
- If using a skate park, obey all rules and regulations governing its use.
- Avoid busy areas, damaged surfaces and hills. More experienced students may be introduced to and practise on hills; use progression in grade selection.
- Assess hazards en-route and determine an appropriate strategy (e.g., students can walk around a rough area or side-step down a steep pitch).
- Avoid wet surfaces.
- Ensure that the activity is permitted on any trails selected in parks and protected areas.
- All riders should empty pockets of hard and sharp objects in case of a fall.
- No earphones or cell phones while small wheeling.

Instruction

- Students should be taught starting, striding, turning, speed moderation and stopping safely and demonstrate reasonable competency at these skills before going on a tour.
- Students with large-muscle motor skill or balance problems, those with uncorrected hearing or vision deficit should ride only in flat protected environments;
- Provide instruction in falling safely (e.g., getting low, rolling rather than arm blocking, relaxing) and rising after a fall. If providing opportunities to practice falling, use a soft surface (e.g., grass);
- If progressing onto hills, instruction should include bailout techniques (selecting where and how to come off the trail onto the grass without falling); few small wheel apparatus have brakes (except inline skates).
- Teach the students basic small wheel safety and etiquette before going off-site; e.g., Skate/Board/Ski **SLAP** (S = Smart, L = Legal, A = Alert, P = Polite).
- Some specific examples may include:
 - Obey all traffic lights and signs
 - Pedestrians have the right of way
 - Small wheel right, pass left and communicate intentions before passing

- Instruct students about relevant natural surface hazards to small wheel activities (e.g., sand and gravel, water, oil, leaves and twigs, soft tar patches, uneven or cracked pavement) and how to safely negotiate or avoid these.
- Maintain speed control at all times.
- Encourage students to “Pass it back” (i.e., warn those coming behind of impending hazards);
- Organized small wheel activities should not be done on the street, but are often done on sidewalks (e.g., active commuting); caution students to slow down and take extra care passing driveways, pedestrians, etc.
- Attention should be given regarding when to ride and when to walk the equipment (e.g., around hazards, walk boards/scooters across busy streets).
- Only one person per apparatus at a time.
- Avoid engagement in these activities after dusk.
- No “skitching” – hitching rides from bicycles, cars or other vehicles while on a small wheeled apparatus.
- Encourage students to stay safe; complicated tricks require a lot of practice, and often a specially designed area like a skate park.

Supervision

- In-the-area supervision generally, on-site required for younger students.
- Students under age 8 should generally only be instructed on-site. Expect a substantial difference in the skill level of students who have their own gear and have been introduced to the activity at home versus those trying it for the first time. Consider establishing separate practice areas for these two groups.
- Constant visual supervision if students are dealing individually with a specific significant hazard encountered on the road or trail.
- Ratio as per calculation (See [Section 3](#)).
- On a tour, lead and sweep supervisors may wish to carry communication equipment (e.g., cell phones, FRS, walkie-talkies) to facilitate communication between them, or create a relay system to pass messages up and back.

Wide games are small to large group game activities that involve moving through a semi-natural to natural environment (e.g., The Animal Game, Capture the Flag).

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- I have a solid understanding of all the material in Section 3 (General Considerations for Off-site Activities), and any relevant subsections in Section 4 (Special Considerations).*

With this grounding, now review the following:

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group;
- Injuries related to slips, trips, and falls in the program area or en-route to/from it;
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Injuries related to colliding with another person or with a fixed object (e.g., tree);
- Foot, knee or other leg injuries (e.g., blisters, sprains, strains);
- Injury or delay related to equipment malfunction, failure to use the equipment properly or becoming tangled in apparatus;
- Weather changes creating adverse conditions;
- Hypothermia due to insufficient clothing;
- Loss of manual dexterity in hands during cold and wet weather;
- Hyperthermia (e.g., heat exhaustion, heat stroke) due to insufficient hydration, overdressing, and/or overexertion in a hot environment;
- Allergic reactions to natural substances in the outdoor environment (e.g., bee or wasp stings);
- Injuries related to interactions with animals and plants in the environment;
- Psychological injury due to anxiety or embarrassment (e.g., re: body size or shape, lack of fitness or skill);
- Illness related to poor hygiene; and
- Other risks normally associated with the activity and environment.

Teacher/Leader Readiness

- The teacher/leader must be competent to organize the game; to demonstrate, instruct and supervise it; and to effect rescue and emergency procedures as necessary.
- Assistant teachers/leaders should have adequate knowledge and related experience to support the group.

- At least one supervisor should have first aid training, the level dependent upon the time/distance from professional first responders (refer to **First Aid** in **Section 3**).

Equipment/Facilities

- The size of the area used should be appropriate to the age, ability and experience of the students (e.g., young children should not be out of sight for extended periods).
- The area should be inspected to ensure there are no hazards like cliffs, uncovered wells, etc. within the boundaries established.
- Consider potential damage to sensitive vegetation and soils in selecting an appropriate area.
- Students should be encouraged to wear long-sleeved shirts and long pants if the game likely includes going through the bush.
- Where appropriate (e.g., large area, boundaries not distinct), all students should carry whistles.
- Students should carry water to prevent dehydration or be provided opportunities for water breaks during or at the end of the game, if likely running more than 2 km or game going on for more than 30 minutes.
- Wide games may be conducted on foot, or adapted for application on bikes, cross country skis, snowshoes or any other mode of transport. When applying the sport to these other modes, consider the size and type of area.

Instruction

- Wide games should be selected on the basis of their educational, recreational and/or social benefit and appropriateness to the group.
- Wide games can require very vigorous start and stop activity and a warm-up is advised to help reduce the potential for injury and residual muscle soreness.
- Students must be directed to report to the teacher/leader when the game is over.
- Instruct students in a whistle communications system if voice will not carry through area used. Have a definite recognizable sound to signal the end of the game.

Supervision

- In-the-area supervision.
- Ratio as per calculation (See **Section 3**).
- Take attendance before and after event to ensure everyone is back.

Initiative tasks and trust activities are novel physical and/or intellectual problem-solving challenges that are presented to individuals or groups for the purpose of helping them enhance their personal and/or interpersonal skills. Where tasks involve ropes or challenge courses, see [Level 2](#).

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- I have a solid understanding of all the material in Section 3 (General Considerations for Off-site Activities), and any relevant subsections in Section 4 (Special Considerations).*

With this grounding, now review the following:

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to slips, trips, and falls in the program area or en-route to/from it;
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Injury or delay related to equipment malfunction, failure to use the equipment properly or becoming tangled in apparatus;
- Weather changes creating adverse conditions;
- Loss of manual dexterity in hands during cold and wet weather;
- Hypothermia due to insufficient clothing;
- Hyperthermia (e.g., heat exhaustion, heat stroke) due to insufficient hydration, overdressing, and/or overexertion in a hot environment;
- Allergic reactions to natural substances in the outdoor environment (e.g., bee or wasp stings);
- Injuries related to interactions with animals and plants in the environment;
- Psychological injury due to anxiety or embarrassment (e.g., re: body size or shape);
- Injuries related to colliding with another person or with a fixed object;
- Illness related to poor hygiene;
- Other risks normally associated with the activity and environment. Most initiative tasks and trust activities are rather novel and unique, and each will have one or more inherent risks, so a complete listing is not possible.

Teacher/Leader Readiness

- The teacher/leader must be competent to organize the activity; to demonstrate, instruct and supervise it; and to effect rescue and emergency procedures as necessary.

- Assistant teachers/leaders should have adequate knowledge and related experience to support the group.
- At least one supervisor should have first aid training, the level dependent upon the time/distance from professional first responders (refer to **First Aid** in **Section 3**).

Equipment/Facilities

- Equipment or apparatus used for initiative games should be inspected for cracks, splinters or any other defects that could cause injury to students.
- Adjust tasks, as necessary, dependent on weather (e.g., slippage associated with wet wood props or gloved hands).

Instruction

- Initiative tasks should be selected on the basis of their educational, recreational and/or social benefit and appropriateness to the students.
- Sequence activities from simple to complex, if/as appropriate.
- Initiative tasks, trust activities and the like can require using one's body in ways that are different than some students' everyday movement and a warm-up may be advised.
- Provide students with the rules and consequences for violations of these.
- Rules can be altered to suit each group.
- Consider the range of solutions to a task that may likely emerge. Verbally eliminate any unsafe option up-front as part of the task explanation, and be prepared to interfere if an unsafe approach emerges that was not anticipated.
- For relevant low elements, instruct students regarding appropriate spotting technique, including the importance of constant visual observation of the person on the element by the spotter, self-protection of the spotter and the difference between "spotting" (do) and "catching" (don't do). Having each students do a low-level practice jump off of the element with their spotter may increase the confidence and safety of both.
- Don't allow the stacking of people more than three high unless a belay is used.
- Encourage challenge by choice; each student opting in or out of tasks assigned, based on physical and psychological comfort.
- Discourage attempts on any task that are the result of peer pressure and emotion rather than a personal desire to try.
- Initiative tasks are best approached in a positive, cooperative and supportive atmosphere to develop and build trust within a group.
- Have students remove all jewelry, rings, watches, chains, or earphones.
- Challenge can be amplified by adding and subtracting props, by adding a time component, by adding a handicap such as a blindfold, by having students maintain contact throughout the task, and/or in other novel ways.
- Groups of larger than 10 are best divided into smaller groups and asked to participate simultaneously in the activity or as observers while the other group participates.
- Provide additional directions, rules and/or more spotting where students are performing tasks up off the ground; e.g., trust falls.

- These activities are almost always supported with verbal debriefings focusing on various aspects of the exercise for the purpose of generalizing concepts to everyday life. For examples see [Initiating Smart Risks Game](#) in the [Self-reliance Resource](#).
- Participant learning and participation can be enhanced by having them complete a [Participant Rights and Responsibilities Contract](#) (see [Self-reliance Resource](#)).

Supervision

- In most cases, constant visual supervision is recommended.
- Ratio as per calculation (See [Section 3](#)).

Archery is an enjoyable activity, but it requires a significant degree of activity, environment and group control and supervision. The activity, as relevant in this Level 1 Manual, involves use of a largely static environment, with students shooting arrows at set targets in an established archery range. The Lead Teacher must plan carefully and be prepared to stop or modify the activity if any aspect does not appear safe.

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With this grounding, now review the following:

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group;
- Injuries related to slips, trips, and falls in the program area or en-route to/from it;
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Injury or delay related to ill-fitting equipment, equipment malfunction or failure to use the equipment properly;
- Weather changes creating adverse conditions;
- Loss of manual dexterity in hands during cold and wet weather;
- Hypothermia due to insufficient clothing;
- Hyperthermia (e.g., heat exhaustion, heat stroke) due to insufficient hydration, overdressing, and/or overexertion in a hot environment;
- Allergic reactions to natural substances in the outdoor environment (e.g., bee or wasp stings);
- Injuries related to interactions with animals and plants in the environment;
- Psychological injury due to anxiety or embarrassment (e.g., re: body size or shape, lack of skill);
- Illness related to poor hygiene;
- Bruising of the forearm holding the bow (caused by the bowstring on shooting);
- Injuries related to being struck by an arrow;
- Acute or overuse injuries/conditions; and
- Other risks normally associated with the activity and environment.

Teacher/Leader Readiness

- The teacher/leader must be competent to organize the activity: to demonstrate, instruct and supervise it, and to effect rescue and emergency procedures as necessary.
- Assistant teachers/leaders should have adequate knowledge, skill, and related experience to support the group.
- Teacher/leader training may be secured through Archery Canada, the BC Archery Association, or other appropriate sources.
- At least one supervisor should have first aid training, the level dependent upon the time/distance from professional first responders (refer to **First Aid** in **Section 3**).

Equipment/Facilities

- Equipment will generally be provided by the school or a service provider, versus provided by the family of the student. Whoever owns the equipment is responsible for inspecting it prior to use, as well as maintaining, repairing and replacing it and keeping an equipment log.
- Bows should be inspected for cracks and delaminations, bowstrings should be checked for fraying and knotting and worn strings replaced.
- Use of compound bows or crossbows is prohibited as an activity at this level as certified instructors is a requirement.
- Arrows should be inspected for cracks, damaged nocks and missing points; defects may cause an arrow to split.
- Defective equipment must be removed until it can be repaired.
- Arm guards and finger tabs should be made available to students.
- Bow length and weight should correspond to the student's height and strength.
- Distribute equally among students at the firing line, appropriate length target arrows.
- If compound bows or crossbows are used, students must be taught relevant safety precautions.
- Bows and arrows must only be available on the shooting line.
- **A secure, clearly defined range is absolutely essential.** Access to the facility/area must be controlled and warning signs posted. This is not an activity that can be done in a public park or schoolyard with other users potentially wandering into the area. Anyone likely to be in the general vicinity should be made aware they are prohibited access to the archery range/area unless participating in the activity and under the direction of the Lead Teacher.
- Areas must be very clearly defined and free of obstructions and hazards.
- If no backstop is available, targets must have sufficient open, visible 'dead space' behind them to capture arrows shot high or wide of the mark (e.g., a steep dirt embankment).
- The safety nets, or buttresses/backstops (e.g., straw bale, earth) behind the targets must be capable of absorbing the force of the arrow.
- Targets should be placed well away from entries/exits to the shooting area.
- Appropriate, securely anchored targets should be used.

- All bows and arrows should be placed in secure storage when not in use (do pre-activity and post-activity arrow counts to ensure all are accounted for).

Instruction

- All rules and safety procedures must be outlined before students are given access to arrows.
- A ‘firing’ line must be established an appropriate distance from the targets, and based on the students’ ability level.
- No one is allowed in front of the firing line until the leader determines that all archers have finished shooting and gives the signal to retrieve arrows. **All** bows must be put down on this command.
- Establish and use clear commands for:
 1. starting shooting,
 2. stopping shooting,
 3. putting down bows, and
 4. retrieving arrows.
- All students not involved in shooting must be positioned well behind the firing line and well away (minimum of 10 meters) from the archers on the line.
- If rotating groups of archers, the next group stepping up to the line may not come to the line and pick up the bows there until all students retrieving arrows are completed that task and have come back across the firing line, put down their arrows and moved 10 meters behind the firing line.
- Students must receive instruction on relevant safety procedures, shooting technique, basic care and use of equipment, and how to remove an arrow from a target butt.
- A loaded bow must never be pointed at anyone. An unloaded bow or arrow should never be pointed at anyone.
- Once an arrow is nocked, the bowstring is drawn from the ground up; not the sky down.
- Bows may only be loaded on the firing line, after the signal to shoot has been given.
- Skills should be taught in appropriate progression.

Supervision

- Close, on-site supervision.
- One teacher/leader to eight students on the firing line, with additional supervision of remaining students as per ratio (see [Section 3](#)).

Neighbourhood/Park/Highway Clean-ups

Neighbourhood / Park Half-day (< 3 hours)
Highway Clean-ups

Grade 1+
Grade 7+

Many groups organize and/or participate in clean-up days in their area. Everyone in the community benefits from a cleaner, tidier environment. When approached with safety in mind, clean-up days can be rewarding service initiatives.

Prior to reviewing elements of this subsection for the purpose of planning an activity or outing, be able to confirm the following:

- I have at least a basic familiarity with the content in Sections 1 (Introduction) and 2 (Risk Management Primer) of this document.*
- I have a solid understanding of all the material in Section 3 (General Considerations for Off-site Activities), and any relevant subsections in Section 4 (Special Considerations).*

With this grounding, now review the following:

Known Potential Risks

- Injuries related to vehicle crashes en route to and from activity area;
- Becoming lost or separated from the group or the group becoming split up;
- Injuries related to slips, trips, and falls in the clean-up area or en-route to/from it;
- Injuries related to being struck by a vehicle if clean-up activity occurs along a roadway.
- Injuries related to colliding with another person or with a fixed object;
- Injuries related to the physical demands of the activity;
- Injuries related to touching, stepping on or picking up sharp or hazardous materials;
- Weather changes creating adverse conditions;
- Hypothermia due to insufficient clothing;
- Loss of manual dexterity in hands during cold and wet weather;
- Hyperthermia (e.g., heat exhaustion, heat stroke) due to insufficient hydration, overdressing, and/or overexertion in a hot environment;
- Injury or delay related to equipment (e.g., poor fit, improper adjustment, malfunction, improper use);
- Foot, knee or other leg injuries (e.g., blisters, sprains, strains);
- Acute or overuse injuries/conditions (e.g., lifting heavy things);
- Allergic reactions to natural substances in the outdoor environment (e.g., bee stings);
- Injuries related to interactions with animals and plants in the environment;
- Psychological injury due to anxiety or embarrassment (e.g., re: body size or shape, lack of fitness);
- Illness related to poor hygiene or failure to adequately purify water; and
- Other risks normally associated with the activity and environment.

Teacher/Leader Readiness

- The teacher/leader must be competent to organize the clean-up activity; to demonstrate, instruct and supervise it, and to effect rescue and emergency procedures as necessary.
- Assistant teachers/leaders should have adequate knowledge, health and fitness to support the group.
- First aid capacity should be available, the level dependent upon the time/distance from professional first responders (refer to **First Aid** in **Section 3**).

Equipment/Facilities

- Encourage appropriate, comfortable clothing (e.g., loose, long-legged/long-sleeved). A hat, sunscreen and insect repellent should be considered.
- Encourage use of comfortable, durable, closed-toe flat shoes or boots. Boots may be necessary if area is muddy, or has construction waste.
- Gloves must be worn.
- All necessary equipment should be checked and restocked before the activity (e.g., gloves, garbage bags, first aid kit).
- If uncertain of boundaries of the activity, have a map (e.g., park, trail or sketch map).
- Establish boundaries for each group.
- Younger students should be restricted to areas that have minimal inherent risks (e.g., roads, steep terrain). Schoolyard and similar community urban park areas are more suitable terrain.
- If more than .5 km from the school, group members should carry their own pack, with water, food, extra clothes, raingear, etc., if and as appropriate.
- Consider providing each group member with a whistle if members may become lost or separated (e.g., a large, bushed park area).
- Do not conduct the activity in the dark or in stormy weather.
- Take particular care when traveling along water margins.
- Avoid steep terrain, culverts, sites of major construction, and other hazardous sites.
- Carry bear deterrent when in known bear country and know proper use and limitations.
- Wood tick precautions should be taken when appropriate (e.g., wearing long clothing, avoiding bushwhacking, doing buddy checks or parent/guardian checks when home).
- Communications equipment like cell phones or Family Radio Service (FRS) may be helpful if several groups or subgroups are being coordinated.
- Know the location of the nearest medical aid and have a vehicle available.

And, for highway or roadway clean-ups:

- Ensure groups' vehicle(s) are parked in a safe location, and that students are working on the same side of the road as the vehicle(s).
- Safety vests or bright coloured shirts are recommended when working near roads.
- No earphones.

Instruction

- Consider any pre-existing condition(s) of any group members (e.g., knee problems, back problems, severe allergies to things that may be in the area).
- Explain safety precautions related to the area, including as appropriate:
 - activity boundaries;
 - be aware of uneven terrain, tripping hazards or other obstructions – look before stepping;
 - avoid any steep terrain, storm drains, culverts, overpasses, bridges, tunnels or machines;
 - do not wade into any body of water (e.g., pond, dugout, river) to retrieve garbage;
 - stay off of private property;
 - avoid wild or domestic animals, bees and wasps and other harmful insects;
 - known common or unique hazards in the area (e.g., steep-sided trails, animals, insects, poisonous plants) and procedures for avoiding or dealing with each; and
 - avoid damaging any sensitive areas (e.g., marshes, wetlands, soft earth embankments).
- Explain safety precautions related to the clean-up activity, e.g.,:
 - stay with buddy or small group as organized;
 - drink water often;
 - take care of your back; don't pick up heavy or awkward objects;
 - avoid walking on roadways or picking up garbage on roadways (stay two meters from road edge);
 - if cleaning up along a roadway, face toward oncoming traffic, and stay alert;
 - children should not pick up any sharp objects (e.g., broken glass);
 - do not overfill garbage bags (fill only enough that they can be lifted to shoulder height with moderate effort), and leave enough room so that a knot can be tied at the top;
 - do not compress items in a trash bag with your hands (use a broom, strong stick, etc.);
 - carry full garbage bags away from the body; and
 - leave full bags at an appropriate, safe site for pick-up.
- **DO NOT PICK UP:**
 - anything that looks like medical waste (e.g., pill bottles, needles, syringes, condoms);
 - chemical containers (e.g., household cleaner bottles, oil cans) or buckets, drums, etc. (may or may not be correctly labeled);
 - car batteries;
 - fluorescent light bulbs;
 - animal carcasses;
 - anything that appears dangerous in any way;

Notify the leader of the location of any such items so they can be marked for later pick-up by a professional.

Supervision

- In-the-area supervision, on-site with younger students.
- Appropriate ratio as per Section 3, plus additional supervisors if/as suggested by the group and/or environment.
- Use buddy system, head counts, regular rest breaks, and/or other appropriate methods to keep the group together.
- Small groups should rendezvous at trail junctions to ensure no one goes the wrong way.
- If groups dispersed and out of sight with no communications equipment (e.g., cell phones or FRS), groups should check in with coordinator at agreed-upon intervals.