

SPORTS AND GAMES

POTENTIAL HAZARDS/RISKS

- Injuries related to motor 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 (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.

MITIGATION STRATEGIES/PROCEDURES

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.

Location/Equipment

- 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 where 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 Helmets in Special Considerations for detailed information.

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.