**Table 3.1 Sample Equipment Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| **Equipment item** | **Yes** | **No** | **Follow-up** |
| Badminton racquets: usable (no splinters or broken strings) |  |  |  |
| Floor hockey: plastic hockey sticks free of cracks and broken edges or ends; stick blades secured to shaft |  |  |  |
| Emergency equipment: first aid kit fully stocked and accessible; emergency phone numbers posted |  |  |  |
| Tumbling mats: no holes (okay if rips are taped); uniform thickness and compaction; fasteners in good condition |  |  |  |
| Track and field: high-jump mat in good condition; fiberglass crossbars free of cracks and splinters |  |  |  |
| Volleyball: nets free of exposed or frayed wires along poles and free of tears and holes; posts (hooks, pulls, and ratchet) in good condition |  |  |  |

Adapted from Ontario Physical Education Safety Guidelines. http://safety.ophea.net/sites/safety.ophea.net/files/docs/appendices/E\_C/E\_C\_AppendixI2\_16.pdf

**Table 3.2 Safety-First Checklist for Physical Activity in Elementary Schools**

|  |  |  |  |
| --- | --- | --- | --- |
| **Safety considerations** | **Yes** | **No** | **Action required** |
| **Equipment** | | | |
| 1. Is a fully stocked first aid kit accessible? |  |  |  |
| 2. Do you have access to a working communication device? |  |  |  |
| 3. Have you determined that all equipment is safe for use? |  |  |  |
| 4. Have students been given time to inspect the equipment and report any deficiencies? |  |  |  |
| **Clothing and Footwear** | | | |
| 1. Are students properly dressed (layered if necessary), including appropriate footwear for the activity? |  |  |  |
| 2. Have students removed all jewelry and tied back any long hair? |  |  |  |
| 3. Have long scarves or oversized jerseys or pants been removed or replaced with appropriately sized clothing? |  |  |  |
| **Space and Facilities** | | | |
| 1. Is there adequate space for all students to participate actively and safely? |  |  |  |
| 2. Are turning points and finish lines located safely away from permanent features (e.g., walls, trees, holes)? |  |  |  |
| 3. Have proper boundaries been defined for physical activities in large areas? |  |  |  |
| 4. Have you inspected the space or facility for any potential hazards to students? |  |  |  |
| 5. Does the playing surface allow for safe footing and traction? |  |  |  |
| 6. Have immovable hazards been brought to the students’ attention and marked by pylons? |  |  |  |
| 7. Have all doors into and out of the playing area been closed or secured? |  |  |  |
| **Supervision** | | | |
| 1. Has a call person (other than you) been designated in case of student injury? |  |  |  |
| 2. Are you certified and current in first aid? |  |  |  |
| 3. Are you NCCP-certified\* at a level to responsibly coach intermural teams? |  |  |  |
| 4. For intermural games, have certified officials been allocated to supervise the activity? |  |  |  |
| 5. For off-site activities, has the minimum standard been met for student–teacher (or student–supervisor) ratio? |  |  |  |
| **Special Rules and Instructions** | | | |
| 1. For tag games, have you clearly defined which areas of the body can be tagged (i.e., arms, legs, back)? |  |  |  |
| 2. Do students know that a tag is a touch—not a push or punch? |  |  |  |
| 3. Have safety zones been clearly delineated (e.g., with pylons or poly spots)? |  |  |  |
| 4. Is a wall, stage, fence, or other immoveable barrier used as a finish line or safe zone? |  |  |  |
| 5. In relay games and races, does each student or team have a definitive lane? |  |  |  |
| 6. Are students aware of how the game or activity will stop or end (e.g., whistle blowing, music stopping)? |  |  |  |
| 7. Has the game or activity been modified as needed based on student skill levels, ages, facilities, and equipment available? |  |  |  |

\*NCCP denotes the National Coaching Certification Program.

Adapted from Ontario’s Physical and Health Education Association (2015).