

Canadian Climber/Gymnastics Safety Manual

March 2011

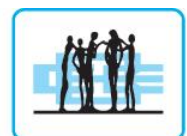


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Canadian Climber/Gymnastic Workshop Outline

- Purpose of Workshop
 - Prepare teachers to safely use the Canadian Climber and gymnastic equipment with their students
 - Safety in Physical Education
 - Certification good for 3 years
- Progressive Approach: floor, mats, benches, beatboard, box-horse, trestles, and Canadian Climber
- Safety Checklists & Legal Liability:
 - Annual Inspection
 - In class Safety Check of Canadian Climber– before each class
 - In Class Safety Check of Other Equipment – before each class
 - Safety Precautions & Expectations Checklist for teaching gymnastics
 - Provincial Safety Guidelines for Gymnastics & Legal Liability
 - Creative Playground Guidelines
- Detection of errors
- Resources
- Sample Parent Letter & Newsletter Article
- Frequently Asked Questions
- Teaching ideas
 - Stations Approach
 - Movement approach
 - Assessment ideas
 - Mission Impossible

Instructor Checklist: Table, Sign-in Sheet & Pen, Handout – “Canadian Climber/Gymnastics Safety Workshop Manual”, Name Tags, “Safety Guidelines for Physical Activity in Alberta Schools”, Sample Resources, Poster board display (optional)

Movement Equipment: Mats, benches, beatboard (optional), boxhorse (optional), trestles and attachments, Canadian Climber plus attachments

1. ANNUAL INSPECTION FOR CANADIAN CLIMBERS

Yes **No**

- Floor locking pins all insert properly into floor plates, which should be free of debris when in closed position and open position.
- When in open and closed position the lever handles are upright.
- Climber moves in and out smoothly.
- Securing cable at the top of the climber is tight when the climber is locked into position.
- Locking cable device is secured by a safety locking pin.
- Climber locks and releases easily from the wall hooks.
- Spacer bars fit properly over the end support pins and do not wobble excessively or come off the support pins easily.
- Wooden ladder and benches are smooth and free of cracks and splinters.
- Cleats on the wooden ladder are not cracked or broken.
- Cleats on the ladder fit the rungs on the climber and the safety clip clicks into place (loose clips will not “click” – there should be some resistance to the clip snuggling to the rung).
- Locking rings on the long metal bars slide securely over the sleeves and there is no lateral movement when the bar is locked in place.
- Climbing rope ladders are in good condition and not frayed.
- Climbing ropes are not frayed.
- Ropes are free of knots.
- Rungs of the climber are not loose or rotating (they should be stationary).
- Prior to using the bench on the climber, metal clamps on the bench should be checked for loose bolts.

2. IN-CLASS SAFETY CHECK FOR CANADIAN CLIMBER

Each time a new class and/or new teacher enters a prepared gymnasium a safety check must be done.

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Securing cable at the top of the climber is tight. |
| <input type="checkbox"/> | <input type="checkbox"/> | Cable locking safety device is in place. |
| <input type="checkbox"/> | <input type="checkbox"/> | Floor locking pins are all inserted into the floor plates and the lever handles are upright. |
| <input type="checkbox"/> | <input type="checkbox"/> | Clips on the ladder are secure at all four corners. |
| <input type="checkbox"/> | <input type="checkbox"/> | Ladder is placed at an appropriate height for the grade level and task being taught. |
| <input type="checkbox"/> | <input type="checkbox"/> | Long metal bars are placed at an appropriate height and width for the grade level or the task being taught. (Avoid positioning so they look like Olympic parallel or uneven bars) |
| <input type="checkbox"/> | <input type="checkbox"/> | Locking rings on the long metal bars are secured on the sleeve and there is no lateral movement of the bars. |
| <input type="checkbox"/> | <input type="checkbox"/> | Mats must be placed flat in each bay of the climbing apparatus. |
| <input type="checkbox"/> | <input type="checkbox"/> | Ropes are free of knots. |

3. IN-CLASS SAFETY CHECKS FOR OTHER GYMNASTICS EQUIPMENT

(Mats, benches, trestles, box horse, beat board)

- Completed by the teacher or by the first group of students at each station (division II) under supervision of the teacher.

Yes No

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | No boards can be used in conjunction with box horses. |
| <input type="checkbox"/> | <input type="checkbox"/> | Mats are positioned tightly together but NOT overlapping or stacked.
DO NOT stack mats to achieve desired height if equipment cannot be lowered.
(No Stacking exceeds the standards outlined in the Safety Guidelines for Physical Activity in Alberta Schools – 2008 – Pg 57) |
| <input type="checkbox"/> | <input type="checkbox"/> | Box horses are appropriate height for the grade level and tasks being taught. (No higher than shoulder height of the participant). |
| <input type="checkbox"/> | <input type="checkbox"/> | All equipment and mats are a safe distance from the wall or climber and appropriate to the task and grade level. |
| <input type="checkbox"/> | <input type="checkbox"/> | Each station provides appropriate space for mounting or dismounting without interference at another station. |
| <input type="checkbox"/> | <input type="checkbox"/> | Trestles elbow hinges are fully locked. |
| <input type="checkbox"/> | <input type="checkbox"/> | Mats should be free of tears or holes. |
| <input type="checkbox"/> | <input type="checkbox"/> | Wooden surfaces (benches, ladders, beat boards and horses) should be free of rough edges. |
| <input type="checkbox"/> | <input type="checkbox"/> | Coverings (mat) on the beat board/box horses should be free of rips and tears. |
| <input type="checkbox"/> | <input type="checkbox"/> | Trestle hardware should be secure and safety chains should be in place (some trestles do not have chains) and all trestles should be stable. |
| <input type="checkbox"/> | <input type="checkbox"/> | Crash pads should be used with discretion when teaching movement gymnastics; instruct students to land appropriately. |

4. SAFETY GUIDELINES FOR PREPARING AND TEACHING GYMNASTICS

- Establish routines and respectful learning environment
- Progressive introduction of equipment: progress from floor work to mats to benches to trestles to box horse to Canadian Climber.
- Cooperative environment that provides opportunities for sharing, observing and listening.
- Concepts/themes/tasks must be planned and taught to show a logical progression of development throughout the unit.

Yes No

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Students know how to work independently and quietly (unless purposely asked to work in partners/groups). No more than one student per apparatus unless otherwise instructed. |
| <input type="checkbox"/> | <input type="checkbox"/> | Students have been taught the dangers of invading other students' space when working on the equipment. |
| <input type="checkbox"/> | <input type="checkbox"/> | Stations are designed in a cyclical manner to ensure students can work through all phases of the station. |
| <input type="checkbox"/> | <input type="checkbox"/> | Students have been taught the proper way to land. (Triple joint flexion: bend ankles, knees, and hips to absorb force) |
| <input type="checkbox"/> | <input type="checkbox"/> | Students have been taught the proper way to fall (Fall to big body parts and roll) |
| <input type="checkbox"/> | <input type="checkbox"/> | Tasks are developmental appropriate to the grade level and the equipment. |
| <input type="checkbox"/> | <input type="checkbox"/> | Trestle elbow hinges are fully locked or fully extended. |
| <input type="checkbox"/> | <input type="checkbox"/> | Students must be centered on trestle equipment, and avoid approaching trestle ladder / beam from the side. |
| <input type="checkbox"/> | <input type="checkbox"/> | Students know how to climb up <u>and</u> climb down. |
| <input type="checkbox"/> | <input type="checkbox"/> | Students have been taught to climb as high as they feel comfortable or not higher than specified by the teacher. |
| <input type="checkbox"/> | <input type="checkbox"/> | Students have been taught to look down before they climb down. |
| <input type="checkbox"/> | <input type="checkbox"/> | Teacher does not use sudden loud noises that may distract a student and cause a fall. |

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Students understand that “daring” or “showing off” on the climber or other equipment is not allowed. |
| <input type="checkbox"/> | <input type="checkbox"/> | Inclined benches are in a position that students are able to walk up the bench. |
| <input type="checkbox"/> | <input type="checkbox"/> | Students are aware that the large spacer bar at the top and front of the climber is for Canadian Climber Support and is not to be used by students. |
| <input type="checkbox"/> | <input type="checkbox"/> | During any inverted activity the students hands must be able to touch the mat. |
| <input type="checkbox"/> | <input type="checkbox"/> | No boards can be used in conjunction with box horses. |
| <input type="checkbox"/> | <input type="checkbox"/> | Mats are positioned tightly together but NOT overlapping or stacked. |
| <input type="checkbox"/> | <input type="checkbox"/> | Box horses are appropriate height for the grade level and tasks being taught. (No higher than shoulder height of the participant). |
| <input type="checkbox"/> | <input type="checkbox"/> | All equipment and mats are a safe distance from the wall or climber and appropriate to the task and grade level. |
| <input type="checkbox"/> | <input type="checkbox"/> | Each station provides appropriate space for mounting or dismounting without interference at another station. |
| <input type="checkbox"/> | <input type="checkbox"/> | Swinging should be conducted in a controlled manner, e.g specify a designated start and finish point. (see pg 61 of Safety Guidelines 2008) |

Determining Legal Liability

(from Safety Guidelines for Physical Activity in Alberta Schools, 2008, Pg 3)

“Anyone who participates in physical activity is exposed to some risk of injury. From a legal liability perspective, in order for a person to be found negligent or legally liable for injury to another, the following elements must be present:

1. A duty of care must be owed – in the case of teachers and students; this duty is presumed to exist because teachers are entrusted with the care of students.
2. The duty must be breached – the duty of care owed by a teacher to a student is breached if the teacher does not provide a standard of care that a reasonable person would expect under the circumstances to protect a student from injury. Teachers are expected to use the same amount of caution that a careful or prudent parent would display in the care of their own children. This is an objective standard of care against which a teacher’s conduct will be measured.
3. There must be damages/injury resulting from the breach of duty – a teacher will not be found negligent unless it is established that:
 - a. There are damages which in, in law, includes both physical injury and economic loss,
 - b. The factual cause of the damages was failure on the part of the teacher to provide the standard of care that a reasonable person would expect under the circumstances, and
 - c. The damages were reasonably foreseeable.”

Avoiding Unreasonable Risk and Legal Liability

(from Safety Guidelines for Physical Activity in Alberta Schools, 2008, Pg 4)

“To ensure they are not exposing students to unreasonable risk of injury, and themselves to legal liability for negligence, teachers should be able to respond positively to the following questions. If teachers can say that they are taking the following precautions, they will be providing the standard of care owed to their students to protect them from unreasonable risk of injury, and accordingly, it is unlikely they will be found negligent for failing to provide reasonable care.

- Is the activity **suitable to the age, mental and physical development** of the participant(s)?
- Have the participants been **progressively taught** to perform the activity properly and to avoid the dangers inherent in the activity? **Do daybook and lesson plans indicate this?**
- Is the equipment adequate and suitably arranged?
- Is the activity being supervised properly for the inherent risk involved?”



Creative Playground Guidelines

- SAFETY FIRST
- Use your eyes, ears, and BRAIN.
- Wrap your thumb around the bars in the opposite direction of your fingers (BMX GRIP)
- No daring.
- Jump only from places at shoulder height or lower, when appropriate.
- Land safely; remember to bend your knees.
- Stay under apparatus higher than your chest.
- Hang upside-down only if your hands can touch the ground.
- Slide down feet first.
- No balls, skipping ropes, or other equipment on the creative playground.
- Watch out for yourself and others.
- PLAY WITH HONOUR.

Creative Playground Rules have been developed based on the Safety Guidelines for Physical Activities in Alberta Schools (2008)

Recommended Resources

Body Mastery Skills, Backbone of the Physical Education Program, Blake Gerri; (2009), self-published, contact gerrib@shaw.ca for copies or training; Cochrane AB

Kids Can Move, Alberta Gymnastics, Manual and 73 task cards, 2008, Caution with task card #22. Do not use task cards #24, 58. www.abgym.ab.ca, Phone 403-259-5500.
Resources and professional development

Gymnastics, a movement approach; Basic Skills Series, CAHPERD; produced by Calgary Board of Education (1979); available at www.excelway.com (e-store for Health and PE Canada formerly CAHPERD) \$17.95

Physical Education Guide to Implementation K-12, Alberta Learning, 2000
<http://education.alberta.ca/teachers/program/pe/resources/pe-guide.aspx>

***Safety Guidelines for Physical Activity in Alberta Schools**, Alberta Centre for Injury Control and Research (ACICR) in conjunction with many partnering organizations, 2008
<http://www.acicr.ualberta.ca/>
Updated version can be ordered from Learning Resources Centre:
<http://www.lrc.education.gov.ab.ca/pro/default.html> \$18.75

Resources available from Learning Resource Centre; Edmonton, AB

- ABCD's of Movement (available for each grade) \$58.00 each
- Teaching Rhythmic Gymnastics: A Developmentally Appropriate Approach (2003) \$18.20
- Up, Down All Around Gymnastics Lesson Plans: Series A, B & C (1994) 29.95 each
- Teaching Children Gymnastics (2004) \$18.35
- KiDnastics: A Child-Centred Approach to Teaching Gymnastics (2003) \$18.20
- Informal Gymnastics (2001) \$36.80

Calgary Board of Education resources; www.cbe.ab.ca go to resources; then to CBE E-libraries & catalogues; then to Discover CBE libraries—search school libraries with Webcat or go to Learning Resource Centre (located at Parkdale) All resources can be sent to the school via inter-school mail.

SAMPLE PARENT LETTER

Date

Dear Parents:

We have begun our gymnastic unit in our regularly scheduled physical education classes. This unit lasts _____ weeks. To begin this unit, we review safety procedures with each class. Students in elementary school are not expected to change for physical education. When participating in gymnastics we ask students to be dressed and prepared to participate. We ask you to consider the following:

- Clothing that allows freedom of movement (no special uniforms or outfits are required – sweats and a t-shirt work best).
- Loose fitting/baggy clothing may get caught on equipment when climbing.
- Tucking shirts in may help to prevent an accident.
- All jewelry that could get caught on equipment should be removed (left in classrooms or left at home). e.g. watches, rings, necklaces, etc...
- Students with long hair should have their hair tied back. Tying hair back with elastics (scrunchies) is recommended.
- Students may wear shorts under clothing if they wish.
- Students continue to wear indoor running shoes (first preference). Students may also participate in bare feet or with gymnastic slippers.

Please consult you child's timetable to keep track of when they have in-door physical education. Should you have any questions, please feel free to speak to your child's teacher. Thank you in advance for your understanding in helping to assist with the safety of our students.

Sincerely,

Teacher's name

SAMPLE NEWSLETTER ARTICLE

Gymnastics / Movement Education

Our gymnastics/movement education unit will be starting at on Monday, February 25th, beginning with our work on mats followed by larger equipment use. We are fortunate to have a lot of gymnastics equipment and teachers have volunteered to attend workshops to prepare themselves for this unit. Throughout the year, the teachers have worked to provide students with a variety of experiences to establish safety routines and promote cooperation and good sportsmanship. Within all of our units, the children have many opportunities to develop their individual skill level, share their accomplishments and experience the satisfaction of teamwork in a safe and non-threatening atmosphere. We would like each child to review these guidelines of gym conduct with their parents as it will help them better understand the importance we stress on safety.

Student Expectations:

- No jewelry, loose clothing, skirts or dresses.
- Bare feet, running shoes or gymnastics slippers are acceptable.
- Tie back long hair.
- Students work independently or in small groups QUIETLY as noise can distract others and may cause falls.
- Children do what they are comfortable doing. No showing off or daring is allowed.
- Pyramid building is no longer allowed by the Calgary Board of Education for K-6.
- Students must land on their SEAT on the crash mat.
- Although some students have had private gymnastics training, there will be no aerial stunts such as dive rolls, aerial somersaults (flips), head springs or hand springs as these activities do not fit into the gymnastics curriculum.

As you can see, safety is important at Students must conduct themselves in a cooperative and safe manner. Please review these expectations at home with your child.

Frequently Asked Questions:

1. How do you define an aerial?

Definition- An aerial is defined as one where a student is airborne and rotating on the horizontal axis for a period of time as a result of their own movement or that of another. Aerial somersaults, dive rolls, back handsprings, front handsprings, and head springs are NOT permitted.

2. Are balances and pyramids acceptable?

All students require one body part on the floor. The balance positions must remain stationary and contact between support students and balancing students must be maintained. Also teachers must ensure that the proper progressions have been taught to ensure safety.

3. Can experienced gymnasts perform?

Not recommended but should consult administration for approval.

4. Can spotting be used?

The Safety Guidelines for Physical Activity in Alberta Schools 2008 states: *“Spotting in general, is not recommended in the education setting. Teacher should ensure apparatus configuration is appropriate, so skills can be done without a spotter.”* (Pg. 21)
No spotting within C.B.E. schools.

5. Can Mission Impossible be part of your Gymnastics unit?

Mission Impossible can be an excellent culminating activity in a progression gymnastics unit. Prior gymnastic instruction and practice will prepare the learner to safely negotiate the many obstacles presented in a Mission Impossible event.

6. What are the recommendations for appropriate attire for gymnastics?

(See appendix for sample posters that can be enlarged for use in the gymnasium.)

Head to toe – ready to go!!!

- Head: long hair pulled back
- Ears/Throat/Wrist: jewelry off
- Shirt: one layer shirt
- Waist: tucked in
- Pants: sporty pants or shorts, no belts or zippers
- Ankles: pants rolled up if ankles are covered
- Toes: bare feet, running shoes, or gymnastic slippers

7. Can a Substitute come in and teach a gymnastics lesson?

All teachers including substitutes are required to have taken a Canadian Climber Workshop prior to instructing students on equipment. Teachers must use their professional judgment in determining whether or not a substitute teacher is adequately knowledgeable.

8. What does a developmental progressive unit in gymnastics unit look like?

Work from floor → mat → benches → trestles → climber
See recommended resources and teaching ideas.

9. Inversions

- Inversion skills must be done at a height that hands/fingers can reach the mat while hanging. (This exceeds the standards established within Safety Guidelines for Physical Activity in Alberta Schools (2008) pg 57.)
- Adjust bar heights to accommodate height of children

10. Why do we do gymnastics?

Gymnastics is one of the five dimensions (games, alternative environment, dance, individual pursuits and gymnastics) of the Alberta Physical Education Program of Studies. Multitude of benefits: creativity, agility, flexibility, spatial awareness, body awareness, problem solving, dynamic & static balance, strength development, and core development.

11. How do I clean / sanitize equipment?

Lightly spray with EcoPure EP66 and wipe with cloth. All facility operators within CBE schools have this product. The solution is automatically mixed to proper strength.

Recommendations

- * “Three in the Tree” Always have three points of contact while on climbing Equipment.
- * Rule: Hand touches the ground if an inversion.
- * Head to toe clothing check.

Appendix

GYMNASTICS ACTIVITIES



Gymnastics Activities
pg. 21-22

Also use



All Physical
Activities
pg. 11-17



Indoor Activities
pg. 19-20

NEED-TO-KNOW INFO FOR GYMNASTICS ACTIVITIES

In addition to the considerations for All Physical Activities and considerations for Indoor Activities, the following should be considered for gymnastics activities:

Supervision of Gymnastics Activities

- Constant visual supervision is recommended for all elevated inversions, following initial skill instruction and after all safety concerns have been emphasized.
- On-site supervision is recommended for all other activities.

Instructional Considerations for Gymnastics Activities

Teaching Progression

- To ensure safety in gymnastics, it is particularly important that skills be taught in proper progression.
- Activities must be based on skills that are taught.
- Teachers should identify students absent on days when prerequisites were taught and ensure they are brought up to date.
- Apparatuses should be introduced one piece at a time when working toward the development of a circuit. A progression from lower to higher apparatuses should be followed.

Safe Landing Techniques

- At the beginning of each unit, students should be taught proper and safe landing techniques.

Movements that Should Not be Attempted

- Students should not perform skills beyond their abilities.

Spotting and Alternatives

- Spotting, in general, is not recommended in the education setting. Teacher should ensure apparatus configuration is appropriate so skills can be done without a spotter.
- Teachers may utilize the Dominant Movement Pattern (DMP) approach in place of spotting. This involves:
 - Teaching progressive activities that lead up to skills.
 - Teaching students how to land safely from a variety of different and probable situations.
 - Ensuring landing mats and equipment are at an appropriate height for students to ensure safe activity and minimize risk of injury in landing.
- Level I Gymnastics certification in-services, workshops or courses may help teachers feel more comfortable in understanding the DMP approach.

Equipment/Facilities for Gymnastics Activities

Apparatuses

- Teacher should do a safety check to ensure proper set-up prior to student use, e.g., ensure all locking mechanisms are secure.

Continued on next page

GYMNASTICS ACTIVITIES



Gymnastics Activities
pg. 21-22

Also use



All Physical
Activities
pg. 11-17



Indoor Activities
pg. 19-20

Continued from previous page

- Springboards with flat, long take-off area should not be used as a mounting device for vaults or other apparatus.

Do NOT
use
Spring
board

Clothing, Etc.

- Clothing with belts or zippers should not be permitted.
- Suitable footwear for gymnastics should be worn and includes bare feet or running shoes. Socks alone should not be permitted.

Mats

- Mats should be placed on, under, and around all designated landing areas and equipment without overlaps or gaps.
- Velcro mats should be properly connected.
- Precautions should be taken to minimize movement of mats on impact.
- Gymnastic mats should be used for floor work, tumbling and landing on feet from a controlled height (student's height at shoulder is maximum jumping height). These may include:
 - Ensolite 3.8 cm (1½ in.)
 - Trocellen 5.1 cm (2 in.)
 - Ethefoam 3.8 cm (1½ in.)
 - Sarneige 3.8 cm (1½ in.)
 - Mats of equivalent compaction rating.
- Landing surfaces to be used for elevated inverted skills: 30.5 cm to 60.9 cm (12 in. to 24 in.) solid or cross-linked foam pit. These surfaces should not be used as landing surfaces for vaulting or for controlled landings, e.g., landing on feet, off any piece of equipment.

GYMNASTICS -

Gymnastics - Apparatuses & Floor

**APPARATUSES
&
FLOOR**



All Physical Activities
pg. 11-17



Indoor Activities
pg. 19-20



Gymnastics Activities
pg. 21-22



Off-site Activities
pg. 33-35

Balance Beam (Suitable for ECS Programs & Grades K-12)

Floor (Suitable for ECS Programs & Grades K-12)

High Bar (Suitable for Grades 10-12)

Parallel Bars (Suitable for Grades 7-12)

Pommel Horse (Suitable for Grades 7-12)

Still Rings (Suitable for Grades 7-12)

Uneven Parallel Bars (Suitable for Grades 7-12 or lower bar for ECS Programs and Grades K-6)

The following sections must also be consulted:

All Physical Activities and Indoor Activities and Gymnastics Activities and, if applicable, Off-site Activities.

Supervision

- On-site supervision for balance beam, parallel bars and uneven bars is recommended following initial skill instruction and after all safety concerns have been emphasized.
- Constant visual supervision for inversions is recommended following initial skill instruction and after all safety concerns have been emphasized.

Instructional Considerations

- Hanging inversions should be done under direct supervision of the teacher and a 30.5 cm to 60.9 cm (12 in. to 24 in.) landing mat must be in place.
- Inversion skills must be done so that a student hangs no higher than 1½ m (5 ft.) above the mat. *✓ All C.B.E.*
- For ECS Program students, inversion skills must be done at a height that hands can reach the mat while hanging.
- Students must be instructed on safety related to gymnastics and associated apparatus prior to use.
- Support swing skills should not be done on parallel bars above chest height of student.

No!! Too high for all C.B.E. students

Equipment/Facilities

- Gymnastic mats should be used for floor work, tumbling and landing on feet from a controlled height.
- General utility mats should be placed to designate landing area.
- Equipment should be properly secured to floor/ceiling.
- Teacher should ensure sufficient space between each apparatus to allow free movement and sufficient space to dismount.
- Uneven bars should be used by younger students (ECS Programs and Grades K - 6) for basic hangs, swings and supports on low bar.
- Equipment height should be appropriate for students, e.g., beams at shoulder height maximum, hanging activities at stretch height maximum, support activities on top of bars at shoulder height.
- (If equipment cannot be sufficiently lowered, teacher should place additional mats under equipment to achieve desired height.)
- Benches are suitable equipment for balances.

→ NO - DO NOT STACK MATS!!

GYMNASTICS - **Gymnastics - Climbers/Trestles**

Suitable for ECS Programs & Grades K-12

CLIMBERS/ TRESTLES



All Physical
Activities
pg. 11-17



Indoor Activities
pg. 19-20



Gymnastics Activities
pg. 21-22



Off-site Activities
pg. 33-35

The following sections must also be consulted:

All Physical Activities and Indoor Activities and Gymnastics Activities and, if applicable, Off-site Activities.

Supervision

- On-site supervision is required following initial skill instruction and after all safety concerns have been emphasized.
- Constant visual supervision is required when students are attempting difficult moves for the first time on an apparatus.

Instructional Considerations

- Hanging inversions should be done under direct supervision of the teacher and a 30.5 cm to 60.9 cm (12 in. to 24 in.) landing mat must be in place.
- Inversion skills must be done so that a student hangs no higher than 1½ m (5 ft.) above the mat. *← A.I.C.B.E.*
- For ECS Program students, inversion skills must be done at a height that hands can reach the mat while hanging.
- Students should not overcrowd the activity area.
- Teacher should adjust equipment to appropriate height of students and appropriate to activity being performed.
- Where a horizontal ladder or bars are at chest height, child may climb on top.
- When horizontal ladder or bars are above chest height of student, e.g., stretch height, only hanging and traveling under the bar are permitted. Traveling on top is not permitted.
- Students should not jump from anything higher than their own shoulder height.
- Horizontal ladders and bars of trestles should not be approached from the side as trestles could slide sideways.

} Too high for all.

Equipment/Facilities

- Equipment set-up and adjustment should be done under teacher direction.
- Teacher should check clamps and feet of trestles and the wall lever and floor pins of wall climber to ensure climber is secure. This should be done daily to check for defective parts.
- Sleeves of clothing should not be so long as to interfere with grip on climber.

GYMNASTICS - Gymnastics - Climbing Ropes

Suitable for Grades K-12

CLIMBING ROPES



All Physical Activities
pg. 11-17



Indoor Activities
pg. 19-20



Gymnastics Activities
pg. 21-22



Off-site Activities
pg. 33-35

The following sections must also be consulted:

All Physical Activities and Indoor Activities and Gymnastics Activities and, if applicable, Off-site Activities.

Supervision

- On-site supervision is required when students are climbing ropes following initial skill instruction and after all safety concerns have been emphasized.
- Constant visual supervision is required while attempting difficult moves for the first time on an apparatus.
- Inversion activities should be done under direct supervision of the teacher.

Instructional Considerations

- Inversion skills must be done so that a student hangs no higher than 1½ m (5 ft.) above the mat. *↓ A.I.C.B.E.*
- For ECS Program students, inversion skills must be done at a height that hands can reach the mat while hanging.
- Rope activities should be introduced in a developmental sequence including instructions to descend rope by reverse climbing, not sliding.
- Swinging activities should be conducted in a controlled manner, e.g., specify a designated start and finish point.
- Teacher should stress the importance of control before height.
- Students should be taught proper landing and force absorption techniques.

No too high

Equipment/Facilities

- Gymnastic mats should be placed under ropes.
- For inversion activities, a 30.5 cm to 60.9 cm (12 in. to 24 in.) landing mat must be in place.
- If ropes are used for swinging, mats should cover floor surface below path of rope.
- Area used for ropes should be clear of all obstructions. This includes room to swing back and forth.
- Knots should not be tied at bottom of ropes.
- Students may use hand chalk, i.e., carbonate magnesia.

No too high.

**GYMNASTICS -
SPRINGBOARD**

Gymnastics - Springboard

> No springboard
use in C.B.E.



All Physical
Activities
pg. 11-17



Indoor Activities
pg. 19-20



Gymnastics Activities
pg. 21-22



Off-site Activities
pg. 33-35

The following sections must also be consulted:

All Physical Activities and Indoor Activities and Gymnastics 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

- Springboards should be used on their own and not in conjunction with other apparatuses such as box horse or vault.
- The springboard should be introduced as an elevated surface, as a balance area, before being used as a springboard.
- The approach to the springboard should be restricted to 3 walking/running steps from the end of the board.
- Students should be instructed to pause (e.g., count to three) at the end of the board prior to jumping or springing.
- Springing/jumping action should be for height, not distance.
- Students should be instructed to land on both feet.

Equipment/Facilities

- Gymnastics mats of 30.5 to 60.0 cm (12 in. to 24 in.) should be placed in designated landing area.

GYMNASTICS - Gymnastics - Box Horse & Vault

BOX HORSE & VAULT



All Physical Activities
pg. 11-17



Indoor Activities
pg. 19-20



Gymnastics Activities
pg. 21-22



Off-site Activities
pg. 33-35

Box Horse (Suitable for ECS Programs & Grades K-12)
Vault (Suitable for Grades 7-12)

The following sections must also be consulted:

All Physical Activities and Indoor Activities and Gymnastics Activities and, if applicable, Off-site Activities.

Supervision

- On-site supervision when students are using box horse/vault is recommended following initial skill instruction and after all safety concerns have been emphasized.

Instructional Considerations

- ~~Inversions~~ should not be allowed, e.g., dive rolls, aerial somersaults, neck springs, head springs, or handsprings.

Aerials

Equipment/Facilities

- Beat board may be used with the box horse/vault for mounting or vaulting (traveling over) the apparatus.
- Springboards should not be used with box horse or vault; beat boards or Reuter board should be used instead (see pg. 58 - Beat Board).
- Teacher should check box horse/utility box for stability prior to use, e.g., does not slide on floor, does not come apart.
- Mount, static balances, landings and basic vaulting progressions are appropriate activities at the elementary school level.

Aerials
NOT
allowed

No springboard
or
beat board
to mount
box horse.

HEAD TO TOE - READY TO GO!!!

- ✓ Head long hair pulled back
- ✓ Ears/Throat/Wrist jewellery off
- ✓ Shirt one layer shirt
- ✓ Waist tucked in
- ✓ Pants sporty pants or shorts, no belts or zippers
- ✓ Ankles pants rolled up if ankles are covered
- ✓ Toes bare feet, running shoes, or gymnastic slippers



“Playing & moving safely is
everyone’s responsibility”

(self-check, equipment check, warm-up,
safe & challenging movements)

HEAD TO TOE - READY TO GO!!!

✓ Head long hair pulled back



✓ Ears/Throat/Wrist jewellery off



✓ Shirt one layer shirt



✓ Waist tucked in

✓ Pants sporty pants or shorts, no belts or zippers



✓ Ankles pants rolled up if ankles are covered



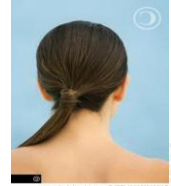
✓ Toes bare feet, running shoes, or gymnastic slippers



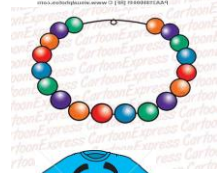
“Playing & moving safely is everyone’s responsibility”

DE LA TÊTE AUX PIEDS – ALLONS-Y!!!

✓ Têteattacher les cheveux longs



✓ Oreilles/gorge/poignets.....enlever les bijoux



✓ Chandails seulement un épaisseur



✓ Taille.....mets ton chandail dans ton pantalon

✓ Pantalons pantalons sports ou pantalons
sans fermetures éclair ou boutons



✓ Chevilles rouler les pantalons, on doit
voir tes chevilles



✓ Orteils.....pieds nus ou espadrilles



“Jouer & se déplacer de façon sécuritaire
est la responsabilité de tout le monde”

Movement Gymnastics

By G. Pedron

Elements of gymnastics are taught one element at a time. Because this is a creative approach and not an “Olympic” or traditional approach to teaching gymnastics, all students can be successful. The TASK, CHALLENGE or ROUTINE is the important part of the lesson; not the use of equipment.

Begin with floor work and possibly benches. Safety considerations MUST be mentioned with the latter (Ex: no leaping off the side of the bench as it tends to flip,...) Box horses and beat boards are next to be introduced, preferably not in combination. The climbing frame and trestle are always introduced separately as there are many specific safety considerations that are important to mention...

- No monkey grips when climbing. Thumbs MUST be under the bar. (one teacher told students to have a motorcycle grip)
- Ropes and rope ladders, which are attached to the climber, are solely used for climbing, NOT SWINGING.
- Give students a reasonable time limit on all equipment (Ex: no more than 10 seconds on a piece of equipment). This ensures that the routine and NOT the equipment become the focal point of the lesson.
- At no time do I permit students to talk to others or me while on equipment!

Gymnastics Elements

- 1. Traveling:** Creative ways of getting from one place to the next is emphasized. I ask them to use ANIMAL MOVEMENTS to travel. First, explore different animal movements, and then share as a class. What’s the difference between a dog, cat, and lion? Emphasis is placed on UNIQUE characteristics of each animal. This way, students and teachers don’t need to know how to ‘cartwheel’ or ‘handspring’, etc...
- 2. Weight Transfers:** This can be a way of traveling but it doesn’t have to be. Again, students explore different ways of transferring their weight...hand(s) to hand(s), hand(s) to foot/feet, etc... Body control and safety is always stressed. Have them share.
- 3. Hangs / Swings:** The latter requires movement. Students experiment on all pieces of equipment and they can use different body parts. You may have to remind them to only spend about 10 seconds on each piece of equipment. Have them share.
- 4. Balances:** Using different body parts, both on and off of equipment, the students experiment with balance. Must be STILL and in control for at least 3 seconds and no more than 5 seconds (just like Olympic balances).
- 5. Rock / Roll:** Students experiment with ways of rocking (side to side; forward and back, using different body parts) as well as rolling (usually log rolls but not exclusive: here be cautious as the potential for neck injury is greater). Not allowed: dive rolls, as they are considered aerial moves.

- 6. Flight:** Safe and controlled landings are stressed. Landing quietly is also important. No forward or backward rotations are allowed. They can rotate along the vertical axis (like figure skaters); however some safety considerations such as no more than one revolution should be tried (and that only with older students). NOTE that the quicker you rotate along this vertical axis, the more the body leans...explains why many figure skaters fall in jumps.
Flight off of equipment: Ensure that the equipment is stable and that students land away from walls/other apparatus/people,...

Other Gymnastic Elements

- Apparatus:** By limiting the number of pieces of equipment students can use, you make them think about what they can do and where they should be.
- Space:** Students must always use as much of the gym space as possible, much like gymnasts on floor apparatus must.
- Levels:** For nearly all elements, you can put this restriction on...Ex: All animal moves must be at a low level, or you must use two different levels when doing your two balances...
- Time:** Eventually, have students monitor the length of their routine. If they must cover a lot of gym space, they will need to select equipment and movements that won't slow them down OR have them finish too soon (Again, just like Olympic gymnasts). Use an egg timer or something that will beep/ding/... or simply let them know when 30 seconds / one minute is up while they are practicing.
- Group Work:** Once each of the above elements have been introduced, get students to work in pairs to begin with and come up with a routine based on the criteria set. Add: Element of synchronization; starting together, moving apart and ending together; having one animal move or balance that is joined,... Each of these is more difficult with more students in the group.

A typical lesson would have a quick warm up activity, followed by an introduction of the new element students experiment using the available equipment. Several students are then asked to share what they discovered. Then a routine that builds on the previous lesson is given that uses the new concept. Students are given time to create a movement routine/sentence and then students are selected to perform their routine for various students at the same time (one way to do this is to divide the gym into quarters and select one student from each quarter to perform while the others in that quarter watch and evaluate. Routines are generally started and stopped by the students standing with arms up and out like in a capital 'Y'. Students can start on or off of equipment but they must be on the floor or mat to end. Observers remain seated where they are and follow the performer with their eyes. Once done, the observers go to the performer and provide feedback...Ex: I really liked how you...

SAMPLE ROUTINES: (Put on the white board for all to see)

Routine #1: 3 pieces of equipment
2 balances (use different body parts and levels)
2 animal moves (no repeating)

Routine #2: 4 pieces of equipment
1 rock and 1 roll
2 weight transfers (each at different levels)
1 hang and 1 swing
1 animal move which can be repeated

Routine #3: 2 pieces of equipment
1 animal move
3 balances (3 different levels, none on equipment)
1 roll
1 hang

Routine #4: An advanced routine:
Group of 3
3 pieces of equipment
2 balances (1 connected, the other apart; two different levels)
3 different animal moves (each person does own animal)
1 rock and 1 roll (done in unison)
Start together, move apart, and end together

Thousands of routines are possible when you use the above elements in combination. Students become creative and critical problem solvers.

Gymnastics Elements for Routines

Travelling
Hangs/Swings
Balances
Rock/Roll
Flight
Apparatus
Levels
Group Work

Rules to Remember...

- 1. No talking on apparatus***
- 2. BMX grip when climbing***
- 3. 10 second rule***
- 4. In-door running shoes/bare feet***
- 5. No swings on ropes or rope ladder***
- 6. Concentrate while moving***
- 7. No rotations in the air***

Physical Education Self-Assessment



Name: _____ Homeroom Teacher: _____

	Always	Usually	Occasionally	Rarely	Not Yet
I move safely.	A	U	O	R	N
I respect my classmates.	A	U	O	R	N
I make good decisions about where to move and what to do during activities.	A	U	O	R	N
I challenge myself to do my best work.	A	U	O	R	N
I encourage my classmates.	A	U	O	R	N
I come appropriately dressed.	A	U	O	R	N

My strengths are: _____

My current goal (think S.M.A.R.T.): _____

Sample Routines/Sequences/Movement Sentences

Criteria: all elements included, good flow, creative

2 Balances (different body parts and levels)
2 Movements (no repeating)

3 Balances
2 Movements (One must include roll)
1 Change of direction

2 Balances (different levels and body parts)
1 Hang
1 Swing/rock
1 Movement

Groups of 2 (Start together-move apart-end together)

3 Balances (1 or 2 connected, different levels)
2 Movements
2 Travels – interesting (different levels)

Balances hold 3-5 seconds.



Cooperation in P.E.



“When everyone works together”

“Being nice to each other and respecting space of others.”

Yes

No

<p>Looks like:</p> <ul style="list-style-type: none"> • Sharing equipment • Everyone moving • Smiles • Happy faces 	<p>Looks Like:</p> <ul style="list-style-type: none"> • Standing around • Hogging equipment • Bumping, swinging or rolling into others. Body contact. • “Goofing off” • Angry and sad faces
<p>Feels like:</p> <ul style="list-style-type: none"> • Fun • Fun • Fun 	<p>Feels like:</p> <ul style="list-style-type: none"> • Annoying • NOT Fun • Frustrating
<p>Sounds like:</p> <ul style="list-style-type: none"> • Cheering • Laughing together • “Great job” • “You go first” • “Let’s work together” • “This is fun” • “Wow that was a neat move.” • “Great sequence” 	<p>Sounds like:</p> <ul style="list-style-type: none"> • “That’s not fair; you’re always on the equipment. I don’t get a chance.” • “Quit hogging the equipment” • “He’s always bumping into me.” • “She was laughing at me.”

Always-----Usually-----Occasionally-----Seldom-----Not Yet

Outcome C: Cooperation (Created with CBE Students - Grade 5/6)



GYMNASTIC THEMES

<p style="text-align: center;"><u>TRAVELS Locomotor</u></p> <p>walk run skip gallop slide jump hop leap</p>	<p style="text-align: center;"><u>Non-locomotor</u></p> <p style="text-align: center;"><u>Weight on hands</u> cartwheel type handstand type</p> <p style="text-align: center;"><u>Roll</u> log, tuck front and back shoulder roll</p>	<p style="text-align: center;"><u>BALANCES</u></p> <p>named parts numbered parts large parts small parts round parts flat parts bendy parts</p>
<p style="text-align: center;"><u>SHAPES</u></p> <p>round long wide twisted</p>	<p style="text-align: center;"><u>SYMMETRICAL/ASYMMETRICAL</u></p> <p>symmetry asymmetry</p> <p>symmetrical top & asymmetrical bottom</p> <p>symmetrical bottom & asymmetrical top</p>	<p style="text-align: center;"><u>ANIMAL TRAVELS</u></p> <p>seal penguin snake rabbit lizard horse elephant crab giraffe frog inch-worm</p>
<p style="text-align: center;"><u>Non-locomotor</u></p> <p>swinging turning twisting curling stretching bending pulling</p>	<p style="text-align: center;"><u>DIRECTIONS</u></p> <p>forward backward sideways up down left right</p>	<p style="text-align: center;"><u>PATHWAYS</u></p> <p>straight curvy zigzag</p>
<p style="text-align: center;"><u>LEVELS</u></p> <p>high medium low</p>	<p style="text-align: center;"><u>SPEEDS</u></p> <p>slow fast speeding up slowing down</p>	<p style="text-align: center;"><u>ALONE/PARTNER/GROUP</u></p> <p>follow copy mirror meet & part pass</p>

(adapted from Gail Costella)

Work: Alone
Partners – Following
Copying
Mirroring
Meeting & Parting
Passing
Balancing - Co-dependent
Assisted
Never have one partner support all the weight of the other

Small Groups (as with partners)
Large Groups (as with partners)

Process: Brainstorming/Bodystorming
Selecting
Composing
Editing
Refining
Performing

Audience Expectations: Task accountability
Something to learn
Enjoy

Music for Gymnastics – classical/instrumental/not the video/music that will inspire movement

Lesson Planning Ideas:

Some Warm-up Games:

Animal walking & rolling - move on the floor, roll on the mats
Shapes – N bear
R armadillo
W starfish
T octopus

Island Hopping - mats are islands / floor is shark-infested ocean
Move into open spaces on the mats / pay attention to self & others / look for a safe place to go / make informed decisions about where to jump / get to every mat / stay off the floor

Shape Tag – If tagged, make a shape (RWNT). To be freed, someone must mirror your shape and tell you if it's RWN or T

Seven Jumps – Creative movements and balances

Memory Movement Game:

Day 1 - Touch four walls, roll on a mat, do a jump with a C landing from a bench, hop along a line 10x, leap over an inverted bench, return here.

Day 2 - 1. Touch four walls, touch five different coloured lines, hop seven times on each foot, return here.

2. Touch two opposite walls, touch a line in each quadrant, twirl five times one way, five times the other way, and move in a straight pathway back here.

3. Touch two adjacent walls, touch a line a long distance from the walls, move along a mat on bendy body parts, jump over a bench, move in a curvy pathway to return here.

Day 3 - 1. Touch 2 adjacent walls, a line in each quadrant, roll on a mat, hop on an upright bench, scoot under an inverted bench, return in a zigzag pathway.

2. Touch 2 opposite walls, touch 2 parallel lines, jump 10 X along any straight line, move at a low level on any bench, jump from a bench and do a C landing, return here in a curvy pathway.

3. Touch 4 walls, touch 2 perpendicular lines, jump along any curvy line on the floor 7 times, twirl 5 x one direction and 5 x the other, return here with elbows leading.

Day 4 - Jump along every upright bench, scoot under every inverted bench, roll on every mat, twirl 5x each direction on the floor, return here

Day 5 - Take suggestions from children following the pattern of last week.

“I see ...” “What do you see?” - Teacher says, “I see ...” Children say, “What do you see?”
Teacher says, “I see slithery snakes.” Children move like slithery snakes. Repeat the process as many times as you can think of different ways to move: Bouncing bunnies, soaring eagles, etc.

Brainstorming / Bodystorming Ideas:

Travel - On your feet on the floor, not on your feet on the mats at least five ways for each

Move for 10 seconds, balance for 5 seconds. Change the way you move and balance every time.

Balancing & Shapes	Teaching Points
Define and discuss balances – see teaching points <ol style="list-style-type: none">1. Create at least five balances in a round shape (not a ball)2. Create at least five balances in a narrow shape (not an I)3. Create at least five balances in a wide shape (not an X)4. Create at least five balances in a twisted shape	Hold a balance for 5 seconds / individual work only / Share the space safely / work quietly for concentration Balance tips: Base of Support – wider is easier / height of Centre of Gravity – lower is easier / eyes focused on the wall and slightly up / muscular tightness Should you copy others? Ask yourself – Is it safe for me? If so, yes; if not, no or rearrange to make it safe Balances can take any shape (R N W or T)

Work at least three ways each - at a low level on one piece of equipment, a medium level on another, and a high level on the third.

Move and balance on 4 body parts at least four different ways.

Move at least three ways in each direction (FBLRUD) – landing reminder. Consider other variables: pathways, shape, number of body parts, partners, etc. to make your movements more interesting.

An Editing Idea:

Choose your best roll. Enhance its shape.

Some Routine Ideas:

**Choose your favorite / most interesting / most unique shape from each group (RNWT).
Build into a four balance routine – practice to share**

Create a routine with three ways to balance and two ways to travel.

Choose your favourite way to move at each level to create a routine to perform

Create an individual or partner routine showing one travel and one balance on each of the two pieces of equipment

Create a four part routine with the following criteria:

1. two parts moving, two parts balancing
2. 1 each of 4, 3, 2, 1 body parts on the ground
3. 1 each on mat, bench, floor with one extra

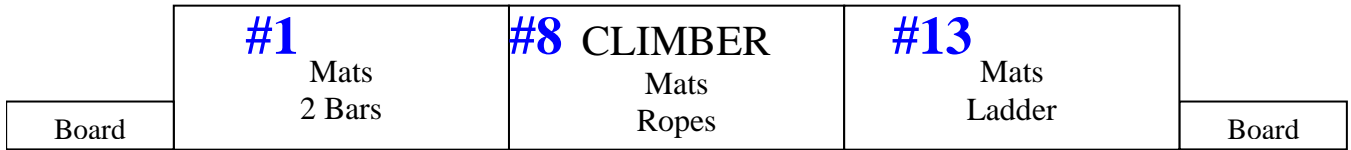
Create an individual routine on floor, bench, and mat that comprises:

- 2 travels and 2 balances
- 4 shapes
- 4 directions

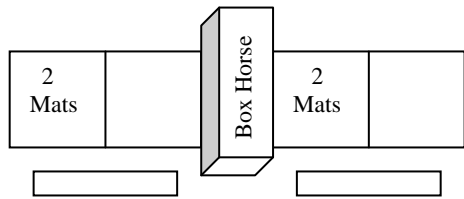
Create a group performance that comprises:

- Balance – level (5s)
- Move – shape (10s)
- Move – different shape (10s)
- Balance – different level (5s)
- 2 pathways
- Move – direction (10s)
- Move – different direction (10s)
- Balance – different level (5s)
- Total 55 seconds

Canadian Climber

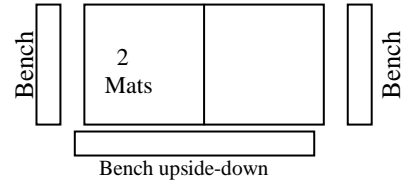


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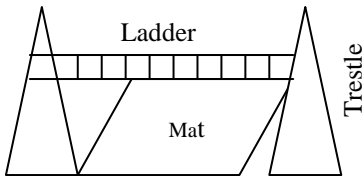
2 benches - upside-down

#9

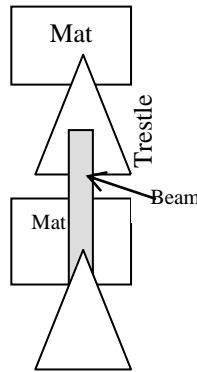


Bench upside-down

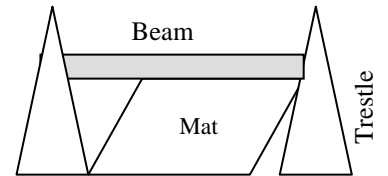
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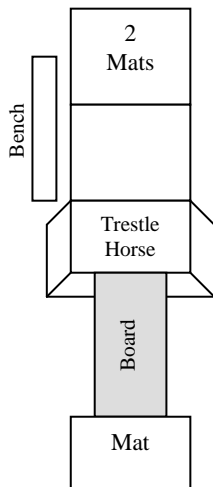
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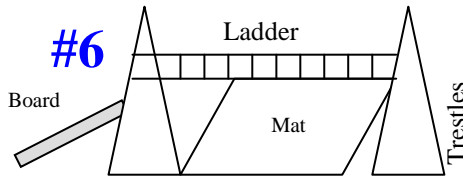
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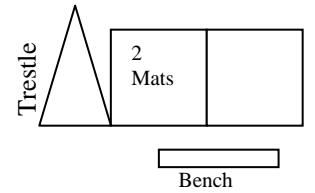
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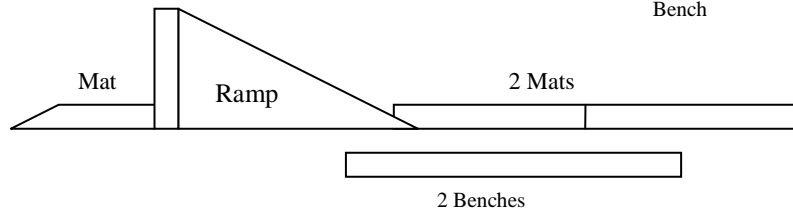
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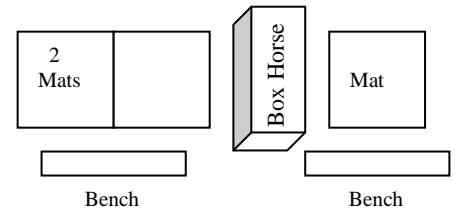
#11



#5



#12



Sample Gymnastic Layout

MISSION IMPOSSIBLE (from Gail Costella)

WHAT? A team-based obstacle course

GOAL: Agents want to successfully travel through an obstacle course and complete a task.

WHY?

1. To develop sportsmanship and listening skills
2. To develop self-control
3. As a lead-up or conclusion to gymnastics

- awareness of space
- body control
- use of equipment
- encouraging respect of hazards and challenges.

HOW?

1. Class divided into two groups:
(Sometimes do 3 groups - each group has two chances to be “agents” and one chance to be “spies”)
2. If a spy catches an agent making a mistake, he/she says “Click” with an imaginary camera. The agent cannot argue, and must return to the start. (Spy can tap the agent on the shoulder and point out the infraction in sign language.)
3. Spies must know the rules and be fair. If in doubt, they must let the agent continue.
4. Agents gain a point for their team each time they successfully move through the course and accomplish the mission.
5. The time is divided in half so that each team has approximately 10 minutes on the course (or into thirds if class is in 3 groups).
6. To start the game, spies are sent to cover various points in the gym (teacher can assign locations – e.g. milk crates). The agents line up to begin the course. The first few obstacles should be able to handle many students.
7. Ways to eliminate (catch) an agent:
 - If he/she speaks
 - If he/she touches metal (grade 4 – 6 only) Gr. 3’s may choose this challenge
 - If he/she touches green (Gr. 5/6)
 - If he/she steps off the designated line (course)

ADDITIONAL INFORMATION:

- Spies are not allowed to speak except when eliminating an agent
- Spies must start off the course
- Special needs students could be given several “extra lives” before they are sent back to the beginning (or they could be given a free passage over a difficult obstacle.)
- Time penalties could be given to either group. (i.e. if an agent argues repeatedly or loses control, their group could lose ½ minute of their time) or . . . (if a spy is unfair, their group could lose ½ minute of their agent time.)
- Try to keep the standards high on the first few days . . . the novelty of Mission Impossible will last longer this way.

Feel free to comment or offer suggestions.

- Day 1 Introduce the Course
 Review Safety Procedures
 Use of Equipment
 Safe Movement in the spaces (i.e.) do not run and jump over equipment,
 with partners, travel over the course (one person as agent, one person as spy)
 switch roles when requested by teacher (talking is allowed, ending is not set
 up)
- Day 2, 3, 4 Begin Mission Impossible with full rules. If a mistake is made, agent returns
 to the beginning.
- Day 4, 5, 6 Introduce element of “extra life” (or two!) to those students who have not
 yet made it through the course. (e.g. elastics on wrist – give them up when
 they make a mistake without having to return to the start)
- Day 7 Continue as above. Allow some students to start from their “farthest point”
 on the course if they wish.



Calgary Board of Education

Bev Robinson
Learning Specialist
(P.E./Outdoor Ed)
Curriculum Design &
Assessment

Learning Innovation – www.innovativelearning.ca Manning Centre

Rm. 101, 3600 – 16 Avenue S.W. Calgary, Alberta T3C 1A5
Phone: 403-777-7971 ext. 2363 Fax: 403-777-6514

September 2, 2010

To: Elementary Principals and Elementary Physical Education Teachers

From: Bev Robinson, Learning Specialist (P.E./Outdoor Ed)

Re: Canadian Climber Inspection and Workshops

Every school is responsible for ensuring an annual inspection of the Canadian Climber apparatus. This must be completed each year before using the equipment with students and staff. All teachers who will be using the Canadian Climber during the school year should be involved in the annual inspection. Please contact the following facility technicians via email to schedule a date for your schools inspection along with a check of the other physical education equipment (ladders, trestles, benches, box horses and/or beams).

Area 1 – Joe McIntosh	403-816-6083	jjMcintosh@cbe.ab.ca
Area 2 – Doug Davidson	403-816-8019	dmDavidson@cbe.ab.ca
Area 3 – Khanh Nguyen	403-816-8061	khnguyen@cbe.ab.ca
Area 4 – Jim Lynn	403-816-6238	JPLynn@cbe.ab.ca
Area 5 – Marcel Meloche	403-816-8062	MHMeloche@cbe.ab.ca

Fax Work requests through your Facility Operator on an S-18 to 403-777-6003.
Emergency Work Order – call 403-214-1113. General Inquiries – 403-214-1144.

Visual (eyeballing) inspections are not acceptable by the school or by Facilities Renewal Services. The Climber must be opened up and assembled with the attachments: ladders, parallel bars and benches, if being used. Inspection and safety check lists are provided during teacher training.

Canadian Climber Teacher Workshops:

All teachers using the apparatus are required to keep their certification current. Certification is good for 3 years. The schedules of after school workshops will be posted at www.innovativelearning.ca go to 21st Century Curriculum and Physical Education and then Professional Learning. Register online.

Workshops will commence in October, 2010. If your school would like to host an after school workshop, please contact Bev Robinson (Specialist – Physical Education/Outdoor Education) 403-777-7971 ext 2363 or barobinson@cbe.ab.ca. An online training course for Canadian Climber is currently being developed; a pilot will occur this year.

NOTES:
