

# Horizon School Division Physical Education COVID-19 Protocol

These descriptors outline the processes that schools will follow should conditions deem a specific course of action is necessary. These levels may differ between communities and schools. All protocols will be reviewed on a community by community, and school by school basis.



## Level 1

**Mild level of concern.  
Low level of urgency.**

- Physical contact avoided where possible
- Physical Distance of 1 metre where possible.
  - Activities that promote physical fitness where students can be in their own designated space or maintain physical distance from other students are encouraged.
- Masking is recommended
- Sanitizing of equipment and surfaces between classes.

### Change Room Protocol:

- Change room access limited to one cohort. Physical distance of 1 meter recommended.

## Level 2

**Moderate level of concern.  
Moderate level of urgency.**

- Physical contact is discouraged.
- Masking required for indoor Phys Ed when not participating.
- Masking is encouraged for outdoor Phys Ed.
- Shared equipment sanitized between users.

### Change Room Protocol:

- Number of students from same cohort limited to ensure physical distance of 1 metre, masking required (unless showering).

## Level 3

**High level of concern.  
High level of urgency.**

- Activities that do not require physical contact are utilized.
- Masking required at all times.
- No shared equipment.
- Strict sanitization of equipment between cohorts required.

### Change Room Protocol:

- No more than 5 students from same cohort, masking required (unless showering),
  - sanitization of space between cohorts.

## Level 4

**High level of concern.  
High level of urgency.**

- Students will be supported in achieving Physical Education outcomes while learning from home.
  - Family engagement in suggested physical activities is optimal.
  - Teachers will have to take the contextual variables of families and home situations into consideration when providing curriculum instruction in a learning from home environment.

## Off-campus Activities

### Within the community:

In consultation with the principal and the Director of Education, classes may utilize facilities that have been open to their use. These facilities must comply with the requirements of the school and division's COVID-19 Strategy with respect to sanitization, ability to physically distance, and isolation from the public during use. Some facilities have public access to other areas, and in those cases, the public should not be mixing with students while they are using that area of the facility (i.e. separate areas for changing, etc.)

### Outside of the community:

In consultation with the principal and the Director of Education with the following considerations:

- participation is limited to cohorts
- sanitation protocols at the facility are in line with Horizon School Division sanitization protocols;
- guidelines from facility are shared with the school and public; and
- there is a separate change or dressing room/designated area for students that is not shared with the public.

## Travel

In consultation with the principal and the Director of Education with the following considerations:

- If students are walking, they will be required to mask determined by the level of concern as stated above.
- Students on buses must follow Horizon School Division Transportation regulations.

## Examples and Suggestions (Hints from the Field):

The following list of ideas is not prescriptive nor exhaustive but is provided by Horizon School Division PE teachers who are sharing their learning and tried and true ideas from their work during this pandemic.

### Ideas and considerations around Physical Distancing:

- Free resource (available at Teachers Pay Teachers) created by HCI teacher Kerri Archibald - "Social Distancing in PE - Teacher's Guide" - mostly used with 6th and 9th grades: <https://www.teacherspayteachers.com/Product/FREE-Social-Distancing-in-PE-Teachers-Guide-5883858>
- Xs taped to walls seven feet apart for distancing.
- Socially distanced x's on the gym floor.
- Use multiple floor and field markers (cones, pylons, etc.) to allow for distancing between students and small-sided games.
- Section off the gym into two, three, four, six sections, etc. to control spacing.

### Ideas and considerations around Modifying Activities and Games:

- Partner skills: same partner for the entire class, use the same ball/equipment. If the ball goes elsewhere in the gym, the partners have to retrieve their own ball.
- Mini-games (ie. volleyball), timed or modified scoring games with a new ball used for each game.
- Use of pool noodles as tagging device in tag games.
- 4 minute runs in groups with lap counters.
- Badminton nets for elementary volleyball allows for smaller groups.
- Pickle ball and spike ball are smaller group activities that are easy to administer.
- Yoga is another activity that works well physically distanced. If uncomfortable leading yoga, videos on projectors may work for you.
- Elementary students - one soccer ball per student - dribbling drills, shoot on wall drills, etc.
- Scoop ball in pairs. Floor hockey, badminton, lacrosse, etc. same thing. One piece of equipment per student.
- Dance (or exercise) videos on the big screen in the gym. Especially good for younger students.
- Individual/small group TikTok creations.
- Lots of fitness-type activities.
- Lots of outdoor activities (e.g. snowshoeing in the winter).
- Warm-up games with music have been great: rock, paper, scissors, buffalo run, musical balls using lacrosse sticks or hoops (same concepts as musical chairs), freeze dance, cooperative - competitive (this can be adapted to many sports but for example in volleyball, everyone plays cooperatively when the music is on when the music is off you are trying to score a point).
- Begin the class with exercises that can be done on their assigned spot. Finish with a cool down head to toe stretch done on the spot. Could be a leadership opportunity by having students lead.

- Record Breaking Day. Regardless of the activity, there could be a number of times for toe taps on a soccer ball, push ups, lay-ups in a certain time period, say thirty seconds. Repeat activity. Could have a partner count to allow for rest breaks.
- Investigate beyond the physical domain of learning. Have discussion and conversations on the emotionally, social and cognitive aspects of an activity.
- Use playing cards as a token - for example a throwing and catching activity and instill math components, whether it be numbers based or patterns based or shape based. Could do the same with dice.

#### Ideas and considerations around Sanitization Processes and Efficiencies:

- Ziploc bags available for masks when not in use.
- Students should distance their water bottles from other student water bottles.
- For sanitization, have a basket with a sign saying take equipment from here and another that reads return equipment here. Sanitize the returned equipment with the sanitation gun. Also, have a tarp on the stage for equipment like golf clubs and tennis racquets that can be sprayed in larger areas.
- Spray mats down that the students use. Mats are labeled (e.g. #1-15) so they always use the same mat every gym class, and mats are always used labeled side up only one side needs to be sprayed.
- Certain equipment (mats, exercise bars, mini-hurdles) bars are labeled (e.g. #1-15) so the same student uses the same every day - also the same family siblings use the same number.

#### Ideas and considerations around Learning From Home:

- Fitness challenges for middle school and high school students. Length varying from 4 - 6 weeks. Each challenge has a weekly reflection for the students to complete. The reflections consist of questions provided by the teacher at the beginning of the challenge.
- Respect in Sport and Making Headway Concussion Online Courses
- Online and teacher-created videos with journaling and reflections.
- Increased attention on mental health outcomes.
- TikTok creations.

#### Curricular Document Links: (Horizon Teachers Collaboration work)

- [Gr. 1 PE Outcomes](#)
- [Gr. 2 PE Outcomes](#)
- [Gr. 3 PE Outcomes](#)
- [Gr. 4-6 PE Outcomes](#)
- [Gr. 7-9 PE Outcomes](#)
- [Gr. 10 Wellness Outcomes](#)

- Elementary - Movement routines, incorporating level, pathway and speed in groups.
- Shadow Ball routines- pantomiming a series of well-timed and believable motions that gives the illusion of playing an actual game.
- Invest in a microphone system. Save your voice when talking through a mask and get students' attention more easily.

- Spray medicine balls and skipping ropes down after every usage.
- Each cohort has its own bag of outdoor equipment that is color-coded so that if something is missed in the sanitation it's okay.
- If your school is small enough, check what equipment the other teachers are using, select your unit, and take the equipment that you will use for that unit to your classroom so that there is no risk another cohort will use it.
- Use a different color ball for each group so that they don't mix them up. Colours in general are great for separating.
- Get out all equipment and set it at spread out locations so that the students are not all rushing in to grab the stuff.
- Schedule sanitization breaks.
- Everyone sanitizes on the way in the door and on the way out.

- Family fitness - varies depending on the age of students.
- Athlete/sport research.
- Student directed study.
- Activity bingo.
- Tracking of steps and or km in a day/week/month.

Special thanks to Brian Grest, Colin Olchowski, Ryan Peterson, Curtis Strueby, Luke Strueby, and Ryan Trumbley for providing their time, expertise, and wisdom and for their willingness to support the creation of this protocol.