

# Lacrosse (Field)

## ELEMENTARY - CURRICULAR 2023

- Only non-contact lacrosse is to be played.
- Consult [Risk Management](#).
- The safety standards for this activity must be presented to the activity provider prior to the activity taking place. The activity provider must meet the minimum requirements listed in the safety standards. For more information on planning trips using outside providers, consult [Outside Activity Providers](#).

## Equipment

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- Determine that all equipment is safe for use (for example, no sharp corners, cracks, or splinters). Students must be encouraged to report equipment problems to the teacher.
- Sticks and balls for Lacrosse (Field):
  - wooden or metal sticks with moulded heads
  - pockets with mesh, lace or leather
  - must conform to [Canadian Lacrosse Association](#) (CLA) standards.
- Check wooden sticks for cracks and splinters.
- Men's Field Lacrosse and Women's Lacrosse (Field):
  - no aggressive checking with either the stick or the body is allowed
  - no protective equipment worn by players
  - full protective equipment worn by goalie

- Goalie equipment – Men’s and Women’s Lacrosse (Field):
  - a properly fitted (as per manufacturer’s guidelines) and properly worn CSA approved hockey helmet with full cage or a properly fitted (as per manufacturer’s guidelines) and properly worn lacrosse helmet certified by a recognized safety standards association
  - throat protector
  - chest and arm protector
  - goalie gloves
  - goalie pants
  - athletic cup or jill strap
  - leg pants

Refer to the [\*\*\*First Aid\*\*\*](#) section for first aid equipment requirements.

## **Clothing/Footwear/Jewellery**

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- Appropriate clothing and footwear must be worn (for example, basketball or court shoes). Metal cleats are not permitted.
- No exposed jewellery is permitted.
- When long hair poses a safety risk it must be secured. Devices (for example, hair pins, elastics and barrettes) used to tie back long hair must not present a safety concern.
- Students must not participate when the length of fingernails poses a safety risk to themselves or others.

## **Facilities**

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- Determine that all facilities are safe for use. Students must be encouraged to report facility problems to the teacher.

- Playing surface and surrounding area must be free of all obstacles and must provide safe footing and traction.
- Perimeter of the field must be marked.
- Holes, hazards (for example, glass, rocks, sprinkler heads, sewer grates), and severely uneven surfaces must be identified. The conditions must be made safe or the activity must be modified or moved to a safe location. Hazards which cannot be removed must be brought to the attention of the participating students. Teacher must notify principal/designate of unsafe field conditions.
- Walls, stages, equipment, trees, and posts must not be used as turning points, finish lines, end zones, or boundaries. Establish a clearly delineated boundary line away from the hazards, using visual markers (for example, lines, pylons), to prevent contact/collision.
- When running takes place off school site for a warm up:
  - Teachers must do a safety check 'walk through' in order to identify potential problems prior to initial use of route or course.
  - Teachers must outline to the students the route or course (for example, notice of areas to approach with caution) before the start of the run.
  - Teachers must determine that students are not crossing busy intersections unless directly supervised.

## Portable Goalposts

- A portable goal is described as a freestanding structure that can be moved to different locations.
- A portable goal used on a natural ground surface, artificial turf, or a hard surface (for example, black top) must be located on a level surface and securely anchored in accordance with the manufacturer's instructions.
- When there are no instructions:
  - attach the goals securely to the ground, if the goal is located outdoors; or
  - attach the goals securely to the floor or the wall, securing them with weights, if the goal is inside.

- If there are no straps/clamps, use another system to secure portable goals to the ground to prevent tipping (for example, weighted material).
- The netting on goalposts must not present a hazard (for example, tripping, strangulation). Where appropriate netting is not available, refrain from using netting.
- Portable goals must be inspected on a regular basis for anything that would hinder effective movement (for example, defective wheels).
- Prior to use, goals must be checked to determine that they are secure in such a way that they will not tip over.
- Students must be instructed to not climb, hang, or swing on the goals.
- Portable goals that are not in use or are in storage must be secured in such a way that they do not pose a risk of tipping and do not present a hazard (for example, taken apart, chained face to face).

## Environmental Considerations

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- When environmental conditions may pose a risk to student safety (for example, thunderstorms [lightning] or student(s) with asthma, triggered by air quality), teachers must take into consideration their school board/school's protocols and procedures related to:
  - environmental conditions (consult [Weather](#)); and
  - insects (for example, mosquitoes and ticks [consult the school/school board's protocols and/or regional Public Health Department's website]).
- Students must receive instruction on safety procedures related to environmental conditions and be made aware of ways to protect themselves (for example, sun burn, heat stroke).
- At all times the school board's weather and insect procedures are the minimum standards. In situations where a higher standard of care is presented (for example, outside activity providers, facility/program coordinators), the higher standard of care must be followed.

## Special Rules/Instructions

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- Be aware of students whose medical condition (for example, asthma, anaphylaxis, casts, previous concussion, orthopaedic device) may affect participation. Consult [Medical Conditions](#).
- Students must not participate in the activity until they receive information on concussion prevention specific to the activity, inherent risks of the activity (for example, outline possible risks and ways to minimize the risks), and procedures and rules for safe play. Students must receive instruction on the importance of reporting symptoms related to a suspected concussion.
- Refer to school board policies and procedures (i.e., transportation, excursion/field trip) for communication with parents/guardians, the location of an off-site activity, means of transportation, supervision ratios, and parent/guardian permission.
- Activities must be modified according to the age, ability level, language, and experience of students, number of participants, and the facility available.
- Previous training, fitness level, and the length of time and intensity of physical activity must be taken into consideration.
- Activities must be based on skills that are taught.
- Skills must be taught in proper progression.
- A proper warm-up and cool-down must be included.
- While moving, students must not be required to close their eyes or be blind-folded.
- Emphasize controlled movement when requiring students to walk or run backwards. Backward-running races are not permitted.
- Communicate to students the importance of being aware of the location of other students around them in order to practice the skills of throwing and catching and avoid being hit during the practice of skills.
- Stress student responsibility regarding individual space.
- A safety zone must be established away from the gym walls or playground fence to prevent contact.
- Penalties for rule infractions must be strictly enforced.

- When a student displays hesitation (verbally or non-verbally) with participating, the teacher must determine the reason(s) for doubt. If the teacher believes that a potential hesitancy during the skill could put the student at risk, the student must be directed toward a more basic skill, or be permitted to select a role within the activity at their comfort level, including the choice to not participate.
- Prior to participation, the teacher must reference and apply their school board's policy on equity and inclusion as it affects student participation and makes appropriate accommodations/modifications to provide a safe learning environment. Consult the Intent subsection within the [About section](#).
- Adequate liquid replacement (personal water bottles, water fountains) must be accessible for students before, during, and after physical activity to prevent dehydration.
- The teacher must provide instructions to the students regarding the safe movement of the portable goals. Only students who have been properly trained can assist the teacher with moving portable goals. Constant visual supervision is required.
- The teacher must establish and direct students to a designated area, away from the path of the moving portable goals, to avoid students interfering/colliding with a moving portable goal.

## Supervision

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- All activities must be supervised.
- Constant visual supervision during initial practice of skills.
- On-site supervision is required thereafter.
- The level of supervision must be commensurate with the inherent risk of the activity. The level of risk is related to the number of participants, the skill level of the participants, the type of equipment used, and environmental conditions.
- A volunteer could assist in the supervision of physical education activities. Examples of volunteers are educational assistants, retired teachers, co-op students, parents/guardians, early childhood educators, and teacher candidates. Refer to your school board's policy regarding volunteers. These volunteers must be accompanied by a supervisor.

- Students must be informed that the use of equipment and the gymnasium are prohibited without supervision. In addition to verbal communication, the doors must be locked or signs must be posted indicating that students are not allowed to use the gym unless appropriately supervised.

## First Aid

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- A fully stocked first aid kit must be readily accessible. (Consult [Sample First Aid Kit](#))
- A working communication device (for example, cell phone) must be accessible.
- Follow the school's first aid emergency response (consult [First Aid Plan and First Aid Emergency Response](#)) and the school board's concussion protocol (consult [Concussions](#)).
- An emergency action plan and response to deal with evacuations and lock downs must be followed and communicated to students.

## Definitions

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- **In-charge Person:**
  - Some activities refer to an "In-Charge" person. While the teacher is in-charge and responsible for the overall safety and well-being of students under their care, sometimes there are other personnel who must be identified as "In-Charge" related to specific situations (for example, a pool lifeguard). In activities where an "In-Charge" person is designated, that person, in consultation with the teacher, must make final decisions regarding safety of the students
- **Supervision:**
  - The vigilant overseeing of an activity for regulation or direction. Activities, facilities, and equipment have inherent risks, but the more effectively they are supervised, the safer they become.
  - The Ontario Physical Activity Safety Standards in Education designate three categories of supervision, Constant visual supervision, On-site supervision, and In-the-area supervision. The

categories take into consideration the risk level of the activity, the participants' skill level and the participants' maturity. The three levels of supervision described are not hierarchical but represent the type of supervision that an activity requires and the type of supervision that is inherently possible.

- **Supervisor:**

- A supervisor is defined as a teacher, vice-principal or principal with a current certification from the Ontario College of Teachers and under contract by the school/school board. The supervisor is legally responsible for the students.

- **Types of Supervision:**

- **Constant Visual Supervision:**

- Constant visual supervision means that the teacher is physically present, watching the activity in question. Only one activity requiring "Constant visual" supervision may take place while other activities are going on.
- Curricular example: During a track and field session, some students are involved in high jump, some are practising relay passing on the track while a third group is distance running around the school. For high jump, the teacher is at the high jump area and is observing the activity.
- Intramural example: During a school outdoor special events day, some students are involved in parachute games, some in relay games, and others in a team scavenger hunt around the school. For parachute, the intramural supervisor is at the event and is observing activity.

- **In-the-area Supervision:**

- In-the-area supervision means that the teacher could be in the gymnasium while another activity is taking place in an area adjacent to the gymnasium. In-the-area supervision requires the teacher to be readily accessible.
- In-the-area supervision occurs:



- in activities in which students may be out of sight for periods of time and the location of the teacher is not nearby (for example, alpine skiing, cross-country running). At least one of the following criteria must be in place:
      - The teacher is circulating
      - The location of teacher has been communicated to students and volunteers
    - in single activities and those that may be combined (for example, other in- the- area activities such as badminton, table tennis, handball – wall) with the following criteria in place:
      - The teacher must be circulating between the activities and readily accessible
      - The teacher informs students of the location of the activities
  - Curricular example: During a track and field session, some students are involved in high jump, some are practising relay passing on the track while a third group is distance running around the school. For distance running, the students are running around the school and at times may be out of sight.
  - Intramural example: During a school outdoor special events day, some students are involved in parachute games, some in relay games, and others in a team scavenger hunt around the school. For a scavenger hunt, the students are running around the school grounds and at times may be out of sight.
- **On-site Supervision:**
  - On-site supervision entails teacher presence but not necessarily constantly viewing one specific activity. Momentary presence in adjoining rooms (for example, equipment room) to the gym is considered part of “on-site supervision”.
  - Curricular example: During a track and field session, some students are involved in high jump, some are practising relay passing on the track while a third group is distance running around the school. For a relay, the students are practising on the track and can be seen by the teacher who is with the high jumpers.

- Intramural example: During a school outdoor special events day, some students are involved in parachute games, some in relay games, and others in a team scavenger hunt around the school. For relay games, the students are participating on the playground and can be seen by the intramural supervisor.

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