

PUBLIC HEALTH SUPPORTS FOR MUNICIPAL CAMPS

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Land Acknowledgment: Grey Bruce Health Unit (GBHU) is situated on the traditional territory of the Nawash and Saugeen Nations, a place that has long served as a site of meeting and exchange amongst many First Nations including the Iroquois Confederacy, Huron/Wendat, Abenaki, and Anishinabek. GBHU recognizes and respects the Anishinabek as the traditional custodians of the lands and water. We are committed to supporting the Anishinabek and Haudenosaunee Peoples, among other First Nations, Inuit, Métis, and Indigenous Peoples globally.

SUN EXPOSURE AND SHADE

Camp and Recreation Staff must use UVR and sun protection everyday. Use the UV Index Record daily to inform staff and participants of the UV rating for the day (see [Appendix UV Index Record](#))

There is an increased prevalence of skin cancers in outdoor workers. Outdoor workers have up to a 3.5 times greater risk of developing skin cancer than indoor workers.

In Canada, melanoma is the third most common cancer in women aged 15-29 and the fourth most common cancer in men aged 15-29. Check the UV Index daily and follow the recommendations for UVR and Sun protection.

Many activities take place outside, often under the sun. Try to be aware of the amount of time participants are exposed to the harmful rays of the sun. Sun burn can even occur on cloudy days and UV rays can damage skin in as little as 15 minutes. Keep in mind that sun exposure in childhood is linked to a greater risk of developing skin cancers later in life than sun exposure as an adult.

BELOW ARE TIPS TO CONSIDER

- Remind parents to apply sunscreen to their campers before arriving to camp
- Have participants reapply their sunscreen based on the recommendations outlined on the product
- Avoid direct sun between 11 am-3 pm
- Limit exposure by leading activities in shaded areas, look for trees or shelters that provide shade. Take water breaks often
- **COVER UP!** Remind parents about additional ways to protect participants from sun such as hats, sunglasses and SPF clothing
- **Sunscreen and bug spray;** apply sunscreen first then bug spray



For more information visit
publichealthgreybruce.on.ca/sunsafety



PROTECT AGAINST BUG BITES

Protect yourself against bites by using bug spray (containing DEET or icaridin) after you apply a broad spectrum sunscreen with an SPF 30. Apply and reapply following the manufacturer's instructions.

Mosquitoes, ticks, and fleas, also known as vectors, can spread pathogens (e.g., bacteria and viruses). A person infected by a vector may become sick with a vector-borne disease. Vector-borne diseases include the plague, West Nile Virus, Lyme disease, etc.

The Grey Bruce Health Unit has a vector surveillance program, which includes mosquitoes and ticks. The identification and testing of these vectors provides data to monitor emerging vector populations in Grey and Bruce Counties.

- [Mosquitoes](#) (including West Nile Virus and Eastern Equine Encephalitis Virus)
- [Ticks](#) (including Lyme Disease)

SCREEN TIME AND CELL PHONE USE

Personal cell phone use is restricted to emergency or work-related calls only. If you absolutely must take or make a call, find another staff member to take your place, and then make your call.

According to research from MediaSmarts in 2018, parents reported that 36% of their 10 to 13 year-olds spend 3 hours or more per day using digital devices for reasons unrelated to schoolwork. That is at least 21 hours a week! <https://mediasmarts.ca/sites/mediasmarts/files/publication-report/full/digital-canadian-families.pdf>

The Canadian Physical Activity and Sedentary Behaviour Guidelines below are aimed at typically developing children and can help give an idea of what is recommended for different ages. <https://csepguidelines.ca/>

Young children learn best from face-to-face interactions and best to keep their screen time to a minimum:

- **For children under 2 years old**, screen time is not recommended.
- **For children 2 to 5 years old**, limit routine or regular screen time to less than 1 hour per day.

Very often, screen time is a lost opportunity to learn in real time: from interacting, playing outdoors, creating or enjoying social 'downtime' with friends and family. Too much screen time also increases the risk of becoming:

- More sedentary
 - Sleep-deprived
 - Less school-ready
 - Inattentive, aggressive and less able to self-soothe.
- **Ages 5-17:** No more than **2 hours a day of recreational screen time**. Limited sitting for extended periods.
 - **Age 18-64:** Limit sedentary time to 8 hours or less, which includes no more than **3 hours of recreational screen time** and breaking up long periods of sitting as often as possible.

Model healthy screen use – Adults and caregivers with lower screen use may be more inclined to limit children's screen time.

- Choose healthy alternatives – reading, outdoor play and creative, hands-on activities or try a [Mindfulness for Children](https://connectability.ca/2020/08/21/mindfulness-for-children/) activity (<https://connectability.ca/2020/08/21/mindfulness-for-children/>)
- Turn off devices at home during family time
- Turn off screens when not in use and avoid background TV
- Turn screens off 1 hour before bed
- Maintain daily 'screen free' time especially during meals
- Be present and engaged when screens are used and, whenever possible co-view with children in your care

Preserving sufficient sleep, trading indoor time for outdoor time, and replacing sedentary behaviours and light physical activity with additional moderate to vigorous physical activity can provide greater health benefits.

Children & Youth 5-17 Years – 24-Hour Movement Guidelines (csepguidelines.ca)

<i>Physical activity</i>	<i>Sedentary behaviour</i>
Accumulate ≥ 60 minutes of moderate- to vigorous-intensity physical activity daily, including: <ul style="list-style-type: none"> Vigorous-intensity activities (≥ 3 days/week) Activities that strengthen muscle and bone (≥ 3 days/week) 	Minimize sedentary time: <ul style="list-style-type: none"> Limit recreational screen time to no more than 2 hours a day Limit sedentary (motorized) transport, sitting time, and time indoors

SOCIAL MEDIA

Staff should refrain from:

- Accessing social media while on duty
- Posting photos, videos or comments of/about participants to social media
- “Friend” a participant or parent of participant during camp

MENTAL HEALTH

It is common to experience stress in new situations. Know how to recognise significant signs of distress in campers. Signs of stress include:

- Sleep and eating disturbances, extreme anger and irritability, prolonged sadness, tearfulness, withdrawal from activities, rapid mood swings, suicidal talk, extreme agitation or anger, marked changes in energy levels or interests, and overly aggressive or sexualized behaviours.
- Be aware of weight bias and address any weight based bullying directly [Mental Health and Weight Bias in Schools \(odph.ca\)](#)

[Mindfulness-Based Programs for Youth: A Toolkit for Youth Workers](#) This toolkit can be downloaded and provides youth workers with the knowledge they need to design effective mindfulness-based programs for youth. It includes best practices, activities, exercises, and evaluation tools

Figure 1 Linking Nutrition and Mental Health Well-Being - [summary-infographic-nutrition-and-mental-well-being-aoda-final.pdf \(odph.ca\)](#)

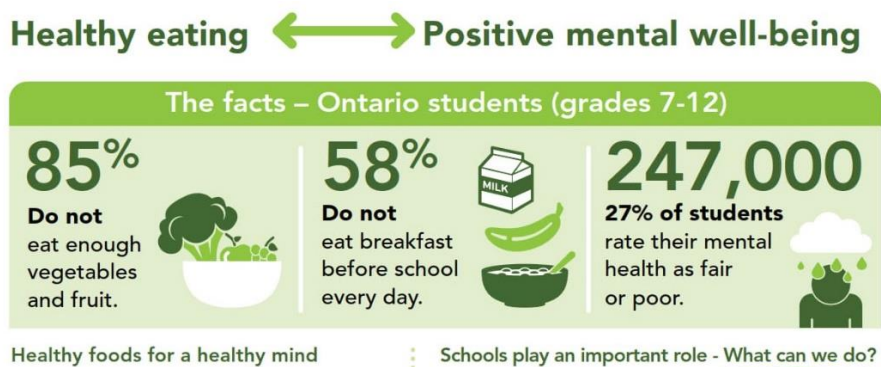


Figure 2 Six Ways to Practise Self-care

GAME CHANGERS
for mental health

Six ways to practise **self-care**

Part of the series: "Things You Should Know About Mental Health"

1 in 3 students experience elevated stress or pressure

what is self-care?
Self-care means taking time to do things you enjoy or that make you feel better, especially when you feel stressed. Self-care can add meaning to your life while also supporting your health.

1. eat well

- Take time for breakfast, lunch and dinner.
- Eat more fruits and vegetables, and less unhealthy food.
- Make water your drink of choice.
- Make a meal plan for the week, and try to stick to it.

2. move your body

- Try to stand up, move around and use your muscles. Increase your heart rate for at least 30 minutes every day.
- Find a friend and try walking, riding a bike or taking an exercise class.
- Try working out at home: Use an exercise app or workouts on YouTube, or turn chores into exercise.

3. pay attention to yourself

- Aim for a balanced lifestyle as much as possible.
- Try to identify the things in your life that help with your mental and physical health, and those that don't.

4. sleep well

Aim for eight to 10 hours of sleep each night. Try to go to bed and wake up around the same time every day.

- Create a relaxing bedtime routine.
- Try reading a book or meditating.
- For an hour or two before bed, use a blue light filter on your devices (or put them away).

self-care is for everyone

5. slow down

- Set a time each day to do something relaxing.
- Go for a calming walk or take a few slow, deep breaths.
- Learn a new skill, join a club or try a new activity.
- Write in a journal, draw or play music.

6. talk to people

Share what's on your mind, especially if you are finding things challenging.

Think about your positive relationships. These could involve family, friends, teachers, coaches or others that support you. Try to connect with them.

If you're having trouble reaching out, try to talk or text with a helpline—like Kids Help Phone (1 800 668-6868), or text CONNECT 686868 to chat with a volunteer crisis responder.

Sources: The Ontario Student Drug Use and Health Survey (OSDUHS); Canada's Food Guide: Make water your drink of choice

59811 / 12-2010 © CAMH

Part of the series *Things You Should Know About Mental Health*—developed in collaboration with youth

For more information, please see the resources section of the Game Changers website:
www.camh.ca/GCRresources

camh X HUDSON'S BAY FOUNDATION

CHILD DEVELOPMENT 6-11 YEAR OLDS

To learn more about the ages and stages of developments review: [Developmental Characteristics and Activity Suggestions](https://camphenricostaff.files.wordpress.com/2016/05/developmental-characteristics.pdf) <https://camphenricostaff.files.wordpress.com/2016/05/developmental-characteristics.pdf>

- [School Age Children Development & Parenting Tips \(6-12\) - Child Development Institute \(childdevelopmentinfo.com\)](http://childdevelopmentinfo.com)
- [School-Age Children Growth and Development 6-11 | HealthLink BC](http://HealthLink BC)
- [Growth and Development, Ages 6 to 10 Years | HealthLink BC](http://HealthLink BC)

SUPPORTIVE FOOD ENVIRONMENTS

POSITIVE ROLE MODELS

Camp staff and leaders are an important role model to the participants. This includes interactions with food. We encourage you to be a positive role model by,

- Bringing your own nutritious lunch each day
- Consider providing information on nutritious lunches to participants
<https://www.publichealthgreybruce.on.ca/Portals/0/Topics/Eating%20Well/School%20Lunch%20Your%20Kids%20Will%20Munch.pdf>
- Refraining from ordering carry-out or delivery in front of participants
- Engaging participants in a discussion on nutritious choices during meal times
- Refraining from using food rewards for participants. Choose non-food items (e.g., using an object or symbol for the day, getting a new bead for a bracelet or selecting the game for the day, a trip to the treasure box, first in line, helping camp leader, etc.)

CREATE A SUPPORTIVE SOCIAL ENVIRONMENT

- Praise and non-food based incentives are used as rewards to recognize physical activity engagement, athletic performance and for celebrations
- Fundraising and marketing initiatives support and encourage healthy eating
- Key child influencers (e.g., parents, coaches, instructors, sports associations) demonstrate consistent and positive role modeling of physical activity and healthy eating
- Recreation space is welcoming and supportive of breastfeeding mothers

A TOOL FOR EVERYONE WORKING WITH CHILDREN AND YOUTH

Our children and youth hear and see many messages on health, body shape and size. The language we use, the behaviours we present and the environment we provide can all contribute to healthy bodies and healthy minds. We can achieve this through an environment that fosters self-acceptance, fair and respectful communication skills as well as healthy eating & physical activity opportunities. Children and youth are always watching, so those working with them can have a huge impact by role modeling fun, and healthy behaviours.

- Healthy Bodies, Healthy Minds [Tool for Educators.pdf \(healthunit.org\)](https://healthunit.org/wp-content/uploads/Tool_for_Educators.pdf) – comprehensive resources that includes topics on: Self-Esteem & Body Image, Weight, Physical Activity, Healthy Eating, Eating Disorders, Media Literacy and Healthy School Environments https://healthunit.org/wp-content/uploads/Tool_for_Educators.pdf

Use the tool below to assess how you work with children and youth. Here you will find ideas and tips that can move the focus from negative (weight-centered) to positive (healthy behaviors).

[ehu1038 tools for youth leaders.pdf \(playbrucegrey.com\)](https://playbrucegrey.com/ehu1038_tools_for_youth_leaders.pdf)

Figure 3: A Tool for Everyone Working with Children and Youth

Healthy behaviour focus:	Weight-centered focus:
<p><i>Physical activity</i></p> <ul style="list-style-type: none"> • Have fun & feel good, strong and fit • Explore a variety of different activities to find the ones you enjoy • Be comfortable enough with your body to learn new skills and abilities 	<p><i>Exercise</i></p> <ul style="list-style-type: none"> • Focus on burning fat & calories • Feel like you “must” work out or feel like a failure if you don’t • Become critical of your body and obsessed with exercise
<p><i>Balanced & healthy eating</i></p> <ul style="list-style-type: none"> • Enjoy a variety of tasty and nutritious foods following Canada’s Food Guide in moderation and without guilt • Use words like “Everyday” & “Sometimes” foods • Listen to your body & be comfortable saying when you are hungry and when you are full • Eat balanced & regular meals and snacks including breakfast 	<p><i>Dieting</i></p> <ul style="list-style-type: none"> • Fad diets, skipping meals, restrictive eating and associating guilt with certain foods • Label foods as good & bad • Judge yourself as good & bad based on what you eat • Make a rule that you must eat all the food on your plate • Weigh yourself & talk about it • Use food as a reward or punishment
<p><i>Self-acceptance</i></p> <ul style="list-style-type: none"> • Take care of your body • Understand that health can look different for every body. Talk about accepting different body shapes and sizes • Identify unrealistic & unhealthy media images • Challenge that critical voice in your head that makes you feel bad about your body • Recognize & encourage a child’s individual talents and positive behaviours • Role model positive body image & self-esteem 	<p><i>A negative body image</i></p> <ul style="list-style-type: none"> • Judge yourself or others based on body, shape, or size • Critically compare your body to others in the media or in your life • Allow society’s “ideal” body image to guide your eating & physical activity behaviours • Talk about signs & symptoms of eating disorders

Create an environment that supports *Positive Healthy Behaviour*

Here's how:

Reflect on:

- Your beliefs and attitudes about body size, eating, activity and how you feel about yourself.
- Weight-centered messages such as "you look great", "you've lost weight", "I was bad today I ate cake" and their negative impact.

Teach children & youth to:

- Focus on their abilities rather than on their appearance.
- Treat others with respect.
- Compliment others on their talents and accomplishments.
- Identify & challenge misleading media messages and understand the power of advertising.

Listen:

- To what children & youth say about themselves and others.
- Use these opportunities to promote positive language.



Adapted with permission from the Leeds, Grenville & Lanark District Health Unit



Advocate:

- For access to healthy foods where children & youth meet. The foods that are available have a strong influence on the foods that they choose.
- To make the healthy choice the easy choice.
- To build connections with parents & community partners to support these positive behaviour messages.

Provide opportunities for children & youth to:

- Find their interests and discover fun things to do.
- Do activities outside. We tend to be more active and happy when we are in nature.
- Try different activities so they can find something they enjoy!
- Plan, shop and prepare meals and snacks.
- Plan and lead games & activities.
- Eat together. It is important for more than just general nutrition. The discussions that arise help children & youth develop their own communication, decision making, and social skills as well as their self-esteem and social supports.

Discourage:

- Children & youth from weighing themselves. Weight is not the best measure of health for growing children.
- Commenting on people's weight, shape or size.

Appreciate:

- That children's bodies change and grow. Celebrate that bodies come in all shapes and sizes.

EHU1038 Feb 2016

RESOURCES FOR PARENTS <https://www.publichealthgreybruce.on.ca/Your-Health/Eating-Well/Resources-for-Educators#SupportHealthySchoolLunches>

- [School Lunch Your Kids Will Munch](#)
- [Healthy Lunch Ideas for the New School Year](#)
- [Simple Lunch Solutions](#)
- [Peanut-free Lunch and Snack Ideas](#)

HEALTH PRECAUTIONS

Certain procedures may only be done by trained staff: providing first aid, dispensing medications and cleaning up bodily fluids. It is advised that Recreation Coordinators, Recreation Instructors and Recreation Aides have Adult and Child CPR, First Aid and AED certifications.

HAND WASHING

Hand Washing Fact Sheet [Health Protection \(publichealthgreybruce.on.ca\)](#). The best protection against infection is **HAND WASHING**. All staff should emphasize and encourage appropriate hand washing by program participants and practice it themselves. Follow these steps to ensure you are properly washing your hands:

1. Use warm water and soap, preferably liquid soap
2. Rub your hands together including back of hands, wrists, between fingers and under nails for at least 20 seconds
3. Rinse well under running water
4. Dry hands with a paper towel
5. Turn off water with paper towel before throwing away the towel

Hand sanitizer may only be used in place of hand washing when clean running water is not available and hands are free from visible dirt.

CLEANING BODILY FLUIDS: Only staff that has received training should clean up accidents or spills involving bodily fluids such as blood, vomit, feces, or urine.

FOOD SAFETY: see GBHU fact sheets

[Guidelines Child Nutrition Coordinators Volunteers.pdf \(publichealthgreybruce.on.ca\)](#). It is recommended that individuals who may be handling food, attend a [Food Safety Certification Courses \(publichealthgreybruce.on.ca\)](#).

Many policies must be followed when food is used in camp programs. These policies are in place to ensure the safety of everyone and encourage healthy recreational experiences. Check with your municipality and public health for policies and procedures for the preparation or providing of food.

Ok	Not ok
Food that has been previously prepared and individually packaged by a licensed food handler in a licensed food kitchen Think "shelf stable"	Food that must be heated up or kept cold Food that contains any dairy, meats and eggs Food that is assembled by staff or participants and then served to participants

When participants do not come to the program with meals or snacks, staff should remind parents of their obligation at mealtime. Remind campers to bring a refillable water bottle and stay hydrated throughout the day. Ensure there is access to drinking water at all sites.

FOOD HANDLING

With all food, ensure a clean and safe environment for the participants:

- Participants' lunches should be labeled with the participant's name. If the parent/guardian does not do this, write the name and date when you receive it on a label or piece of tape and put it on the lunch.
- Tables (including picnic tables) must be clean prior to eating.
- Staff and participants must wash their hands with soap and water prior to and after meals and/or snacks. Hand sanitizer containing at least 70% alcohol or wipes may be used if clean running water is not available.
- All camp staff is required to sit with participants and eat with participants during snack and mealtime.
- Unused portions of opened food should be discarded by the end of the day or returned home with the participant.

FOOD ALLERGIES

Food allergies resources for educators: <https://www.publichealthgreybruce.on.ca/Your-Health/Eating-Well/Resources-for-Educators#Allergies>

While the following resources were written for schools, some of the policies and strategies can be adapted for the camp setting. You can find many of the resources at <https://foodallergycanada.ca/>.

- [Sabrina's Law](#): For more information about [Sabrina's Law](#), [Sabrina's Law](#)
- Visit the updated [e-learning module](http://www.eworkshop.on.ca/edu/anaphylaxis/sc00.cfm?L=1) <http://www.eworkshop.on.ca/edu/anaphylaxis/sc00.cfm?L=1> which includes avoidance strategies, emergency procedures and online videos on how to administer medication through the use of the epinephrine auto-injectors.
- [Anaphylaxis in schools and other settings](#)
- [Handouts and Resources](#)
- [Camp - Managing Different Environments Food Allergy Canada](#)

A food allergy occurs when the body's immune system sees a certain food as harmful and reacts by triggering an allergic reaction. In individuals with food allergies, the immune system mistakenly responds to a food (known as the food allergen) as if it were harmful, triggering a variety of negative health effects or reactions. The type of reactions to allergens can vary from mild to life threatening.

TRAINING AND EDUCATION

- Set up regular training for staff about prevention of reactions, the [signs and symptoms](#) of anaphylaxis, and [emergency protocols](#).
- Consider our [AllergyAware.ca](#) free online training course for childcare educators: [Anaphylaxis in Childcare Settings](#). These courses are interactive and mobile-friendly. Each course takes approximately 30 minutes to complete.
- Video: [The science of food allergy - Understanding the research - YouTube](#)

SETTING UP FOR A FOOD ALLERGEN

Staff may be notified that a participant has a food allergy in advance or possibly at the last minute. Whether informed ahead of the camp week or on the first day of camp, plan as a team how to accommodate the food allergy. Camp policies and practices should be implemented that reduce the risk of exposure to food allergens during camp, but especially in a high-risk area such as kitchens, lunch rooms and other eating areas.

Some every day safety practices already a part of the program make avoiding contamination easier. Follow these recommendations to decrease the risk of exposure:

- Staff and participants must wash hands before and after food is handled
- Staff must wipe all surfaces with disinfectant before and after food use
- Talk with the participant's parent/guardian: They can be a great resource for information about the participants specific allergies and success they have had in avoiding the allergen, such as food substitutions
- Visit the Ministry of Education's program and policy requirements for other medical conditions <http://www.edu.gov.on.ca/eng/healthyschools/medicalconditions.html>

PHYSICAL ACTIVITY

On average, Canadian children are still sitting too much and moving too little to reach their full potential, according to the 2020 ParticipACTION Report Card. Only 39% of 5 to 17 year olds are reaching their recommended physical activity levels as outlined in the Canadian 24-Hour Movement Guidelines for Children and Youth.

Infographic: [Help Kids Build their Best Day for 5-17 year olds ParticipACTION / https://participaction.cdn.prismic.io/participaction/09809653-ae8b-4c5a-9cb1-1ce87465654ad_Build_Your_Best_Day_Infographic.pdf](https://participaction.cdn.prismic.io/participaction/09809653-ae8b-4c5a-9cb1-1ce87465654ad_Build_Your_Best_Day_Infographic.pdf)

As a camp leader, you can shape participant's attitude and behavior toward physical activity. Canada's Physical Activity Guidelines [Benefits & Guidelines: Children & Youth \(5 to 17\) | ParticipACTION](#) recommend an accumulation of at **least 60 minutes per day of moderate to vigorous physical activity** involving a variety of aerobic activities. Vigorous physical activities, muscle, and bone strengthening activities should each be incorporated at least 3 days per week; Make physical activity fun! Set a positive example by leading and if possibly participating in the activity. Be positive about doing physical activities and encourage participants to try new opportunities ranging from formal and informal active play to organized competitive and uncompetitive sports.

THE INTRODUCTION TO PHYSICAL LITERACY / http://activeforlife.com/wp/wp-content/uploads/2016/11/Introduction-to-Physical-Literacy_EN-2015_0.pdf below, lists the fundamental movement skills of travelling skills, object control skills, and balance movements that lay the foundation for physical literacy. Once these have been mastered, children begin to learn fundamental sport skills and how they are used across a range of environments. **"Physical literacy is the confidence, competence, motivation, knowledge and understanding to maintain physical literacy at an individually appropriate level, throughout life".**

The benefits of physical literacy are not limited to physical health. **It also improves academic performance, cognitive skills, mental health, psychological wellness, social skills, and healthy lifestyle habits.** Thus, all children should master fundamental movement skills and develop physical literacy. Physical literacy is just as important as the ability to read and write!

By promoting, **role modelling and engaging children** in daily physical activity, staff have the ability to influence healthy child development within their camps and communities

Figure 4 Introduction to Physical Literacy

WHAT IS PHYSICAL LITERACY?

PHYSICAL LITERACY LIFE CYCLE

Physical literacy is when kids have developed the skills, confidence, and love of movement to be physically active for life.



© Active For Life

Physical literacy begins when parents encourage movement in infancy...
... develops throughout life...
... and can be a gift that is shared between generations.

THE BENEFITS OF BEING PHYSICALLY ACTIVE*

- 7-8% Higher annual earnings
- Reduced risk of heart disease, stroke, cancer, and diabetes
- 40% Higher test scores
- Increased self-esteem and happiness

* Adapted from Aspen Institute Sport for All - Play for Life: A Playbook to Get Every Kid in the Game

HOW IS PHYSICAL LITERACY DEVELOPED?

Kids develop physical literacy gradually through a variety of structured and unstructured activities. The nature of these activities changes as kids grow in age and ability.

- 0-3 years**
Encourage early movement.
- 3-5 years**
Expand on play, and keep it fun.
- 5-8 years**
Increase the focus on fundamental movement skills.
- 8-12 years**
Introduce more complex skills as kids are ready.

ACTIVE FOR LIFE
Learn more at: ActiveForLife.com

We encourage you to make use of the resources below to help kids develop physical literacy:

- [Active for Life](#) - Resources that parents, educators, caregivers, or program leaders can use to help their children to develop physical literacy
- [Physical Literacy](#) - Offers coaches, recreation professionals and health practitioners access to a wide range of resources that can help people become physically literate
- [KidActive mobile app with activities and games](#)
- [links and resources to promote physical literacy in your community](#)
- [use our skills builder tool to help your child develop physical literacy](#)

- [hands up for health and physical literacy](#)
- [get coaching online tutorials for parent volunteer coaches](#)
- [Physical Literacy Training](#) – an online version of [Physical Activity in the Early Years](#) can be downloaded as a PowerPoint presentation along with a pre-recorded audio.

PLANNING ACTIVE GAMES AND SPORTS, CONSIDER THE FOLLOWING FACTORS:

- Playing area is appropriate and large enough to accommodate participants
- Playing area is free of physical hazards
- Safe weather conditions
- Access to water and breaks for hydration is provided.
- Activities are age, size and skill level appropriate for the group
- Adequate supervision must be provided at all times. Adequate supervision can mean the number of leaders present as well as their individual skill competence. When giving instructions include safety and hazard guidelines.
- A **COOL DOWN** period should be included after high energy activities

INJURIES AND RISKY PLAY

OUTDOORS PLAY REMINDERS:

- Apply sunscreen and then insect repellent prior to heading outside or before you or the child leave the house.
- Remove any loose clothing, such as drawstrings, scarves, and bike helmets.
- Remind children how to play safe.

Health Canada estimates more than 28, 000 Canadian children each year are treated at hospitals for playground related injuries.

SUPERVISION:

Active supervision helps reduce childhood injuries while at the playground

- Staff should ensure children are using age appropriate equipment.
- Teach basic rules of play, e.g. taking turns, staying away from moving swings and bottom of slides.
- Stay within reach of the child/children by watching them, waiting close to them to catch any potential falls and warning them of any moving objects they may not see in time.

10 RULES FOR SAFE PLAY

1. Learning to take turns is important. Wait until the first person has gone down the slide before climbing the ladder to go down. It is also important to take turns then waiting to slide down a fireman's pole.
2. Clear away from the area around the bottom of the slide quickly after sliding down, in case the next person takes their turn.
3. Always go down the slide feet first.
4. Remember not to stand in front of swing sets.
5. Never push or pull on other children.
6. Merry-go-rounds, teeter-totters and tire swings should be stopped as soon as someone wants off.

7. Never rush someone who is climbing on monkey bars, climbing ropes or ladders.
8. Make sure children are using age appropriate equipment.
9. Teach children not to jump off of swings in motion or from high structures.
10. These rules should apply to both community or municipal and backyard playgrounds.

For more information and resources visit: [Playground Safety \(publichealthgreybruce.on.ca\)](https://www.publichealthgreybruce.on.ca/Your-Health/Injury-Prevention/Early-Childhood-Injury-Prevention/Playground-Safety#10%20Rules%20for%20Safe%20Play)
<https://www.publichealthgreybruce.on.ca/Your-Health/Injury-Prevention/Early-Childhood-Injury-Prevention/Playground-Safety#10%20Rules%20for%20Safe%20Play>

Concussions

All sport organizations, which could include Municipalities under *Rowan's Law (Concussion Safety)*, 2018 <https://www.ontario.ca/laws/statute/18r01> make it mandatory for organizations to:

1. ensure that athletes under 26 years of age,* parents of athletes under 18, coaches, team trainers and officials confirm that they have reviewed one of Ontario's [Concussion Awareness Resources](#) within the previous twelve months.
2. establish a Concussion Code of Conduct that sets out rules of behaviour to support concussion prevention
3. establish a Removal-from-Sport and Return-to-Sport protocol

Rowan's Law was named for **Rowan Stringer**, a high school rugby player from Ottawa, who died in the spring of 2013 from a condition known as second impact syndrome (swelling of the brain caused by a subsequent injury that occurred before a previous injury healed). **There are certain requirements outlined by the Ministry of Sport that must be adhered to if a concussion is suspected.**

Please review your organization's policy and review the Codes of Conduct and Return to Play guidelines provided by the organization or facility.

The new rules requiring the review of Concussion Awareness Resources and Concussion Codes of Conduct came into effect on July 1, 2019.

The rules for removal-from-sport and return-to-sport protocols came into **effect on January 1, 2022**. [Read more about the concussion requirements for sport organizations / https://www.ontario.ca/page/rowans-law-information-sports-organizations-and-schools#section-1](https://www.ontario.ca/page/rowans-law-information-sports-organizations-and-schools#section-1)

The Grey Bruce Health Unit has put together a [Municipal Concussion Policy Toolkit \(Web Version\).pdf \(publichealthgreybruce.on.ca\)](#) to support municipalities in implementing the requirements.

A concussion is a brain injury. Concussions can be caused by a direct or indirect hit to the head or body that causes a shaking or jarring of the brain inside the skull. Concussions are called the invisible injury because you can't see the injury on the outside and tests like MRI or CT scans usually appear normal.

Video: https://youtu.be/_55YmblG9YM

EDUCATION AND TRAINING

- [Coaches Association of Canada - Making Head Way Concussion eLearning Series](#)
- [The Concussion Awareness Training Tool E-Learning Course](#)
- [Ophea's Concussion Identification, Management and Prevention for Schools 2018/19 e-Learning module](#)

Parachute's *Canadian Guideline on Concussion in Sport* covers pre-season education and the recognition, medical diagnosis, and management of participants who sustain a suspected concussion during a sport or recreational activity. It is aimed at ensuring participants with suspected concussions receive timely appropriate care, and proper management to allow them to return safely to their sport to continue training, competing, and enjoying a full, active life. The guideline is available at the following link:

<http://www.parachutecanada.org/injury-topics/item/canadian-guideline-on-concussion-in-sport>

HELMETS

Helmets are an important piece of protective equipment for many sports and activities. The correct, properly fitted helmet can help protect your brain by absorbing the force from a crash or a fall, dramatically decreasing the risk of serious injury. However, helmets are not proven to prevent concussions.

Using bicycle helmets reduces head injuries by more than 40%, serious head injuries by 60% and traumatic brain injury by 53%. Helmet use reduces the total number of killed or seriously injured cyclists by 34%.

Review the municipal or camps policy on *Helmet Use* requirements for certain activities. The Ontario Highway Traffic Act Bike Helmet Legislation regarding all-helmet use applies only to those under 18 years of age in Ontario. Effective October 1, 1995 Fine: \$75

In order for helmets to protect adults and children properly, they must be correctly fitted and secured. You also need to choose the right kind of helmet for the right kind of sports or transportation activity.

Some helmets are designed for a single impact, such as a bicycle helmet, and must be replaced after an impact. Others are multi-impact, such as hockey helmets, and are designed to protect against more than one impact, but must be replaced when you see damage.

IMPORTANT REMINDERS FOR STAFF AND PARTICIPANTS:

- Don't wear baseball hats under a helmet
- Anything that could change the way a helmet fits should not be worn
- Baseball hats, big hair clips and headphones should never be worn under a helmet
- Ponytails should be worn low on the neck when wearing a helmet

Properly fit a helmet (Video: <https://youtu.be/wDGrxjDzKc>)

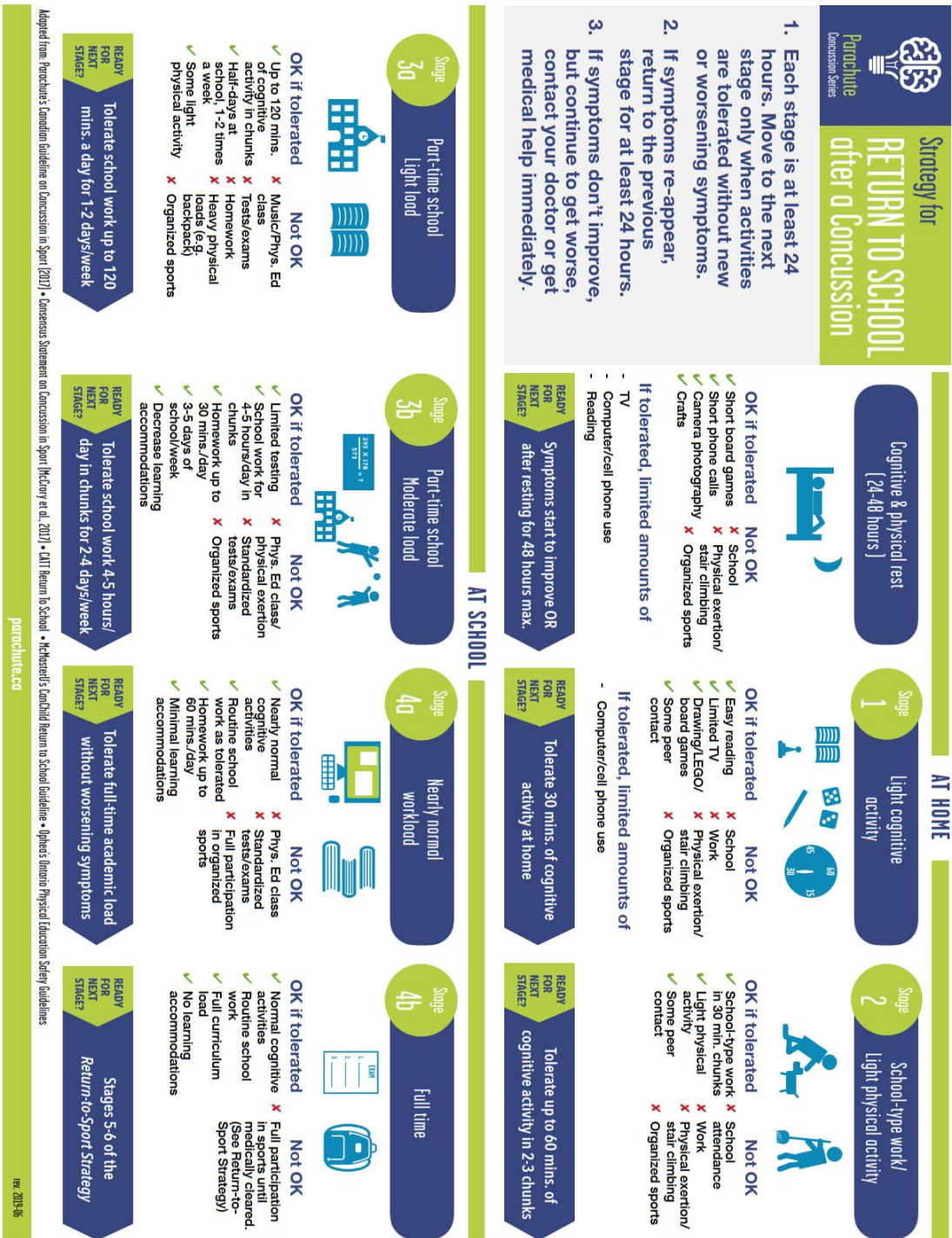
- The helmet should cover the top of the forehead and should rest about **two fingers' width** above the eyebrows
- Side straps should fit snugly around each ear in a **"V" shape**
- Buckles on the side strap should fit right under the ear. Buckle the chin strap. Tighten it until you can **fit only one finger between the strap and your chin.**
- Check the helmet fit every time

CONCUSSION PREVENTION INCLUDES:

- Respecting and following the rules of the sport or activity, especially rules that are in place to reduce hits to the head
- Wearing properly fitted equipment, such as the right footwear to prevent falls
- Training, practising and playing in ways that are appropriate for the skill level

Print off and have available the Concussion Flip Card. CATT Flip Card: Child & Youth (Folded: W: 8.5" x H: 5.5")
English The CATT Flip Card: Child & Youth contains the Return to School and Return to Sport guidelines
<https://cattonline.com/wp-content/uploads/2021/06/Educational-Materials-Catalogue-2021-2.pdf>

Figure 5 Return to School/Camp



WATER SAFETY CONSIDERATIONS

Review and adhere to municipal and camp policies regarding activities in and around water including pools, rivers, lakes and streams. Be extra cautious with fast currents that occur during spring runoff and after heavy down pours.

Children five to 14 years of age

- Older children may overestimate their own skills, underestimate the depth of the water or strength of the current, or respond to a dare from a friend.
- Physical strength develops throughout childhood. Even a good swimmer can get into trouble, especially in unfamiliar water or environments.
- Children who are weak swimmers should wear lifejackets when they are in, on or around the water

Water Safety

Be sure to check your municipal camp or program policies surrounding activities in and around the water!

Lifejackets/Personal Flotation Devices (PFDs)

- Inexperienced, weak or non-swimmers should always wear a lifejacket when near or in the water
- Make sure the lifejacket or PFD is fitted properly and approved by Transport Canada, the Canadian Coast Guard, or Fisheries and Oceans Canada

Over **80%** of Canadian's who drown while boating were not wearing their lifejacket or not wearing it properly ²

Supervision

- Never swim alone
- Supervision was absent or distracted in 92% of fatal drownings in children under 5 years old ³
- Children under 5 should stay within an arm's reach
- Non-swimmers and children should never be left unattended in or near water

In Ontario, 43% of drownings occur in lakes or ponds ³

Water & Weather Conditions

- Avoid swimming in extremely cold water
- Check the weather before you go swimming - do not swim in large waves or when it is storming
- Never dive in shallow water or if the depth is unknown
- Avoid swimming for 48 hours after a significant rainfall, in high winds, or if the water is not clear

Safe Boating & Fishing

- Always wear a lifejacket when boating
- Have safety equipment on board and follow the Canadian boating regulations
- Do not boat when under the influence of alcohol, cannabis or drugs

Water toys should be secured, to avoid drifting with waves, tides or winds

Alcohol is involved in more than 40% of recreational boating fatalities ¹

Education & Preparedness

- Consider taking CPR, First Aid, a boating course, swimming lessons or a Swim to Survive Program
- When boating, make sure you and your boat are prepared for your trip
- Lifesaving Advice at your fingertips; **First Aid App - Canadian Red Cross**
- Carry a phone and call 911 in case of an emergency

In 2017, there were **172** water-related fatalities in Ontario ³

Sources:
1. Canadian Red Cross (n.d.) <https://www.redcross.ca/training-and-certification/swimming-and-water-safety/tips-and-resources/swimming-boating-and-water-safety/tips-boating-safety>
2. Canadian Safe Boating Council (2019) <https://csbc.ca/m/safe-boating-awareness-week>
3. Lifesaving Society (2020) https://www.lifesavingsociety.com/media/327287/lifesaving_drowning_2020_on_en_2020-06-13.pdf

PLAY PARKS AND WATER FEATURES

Playgrounds can be located close to natural water features such as ponds, lakes and streams, or built water features such as fountains, splash pads and wading pools. Some home playground sets have water features, allowing children to cool off in the hot summer months. It's important to remember there is a drowning risk whenever a water feature is present.

- Continue to actively supervise. Stay within sight and reach of young children. Children under five years of age are at highest risk of drowning and can drown in as little as 2.5 centimetres (one inch) of water.
- Have children wear water-appropriate footwear. Children can wear non-slip shoes that are safe and comfortable for water play. This will help prevent cuts and scrapes from material such as gravel that may have collected on splash pad surfaces.

Review rules for safe play:

- Walk, don't run.
- Take turns with equipment (such as faucets, sprayers and toys).
- Report any broken or damaged equipment to the operator of the splash pad or the wading pool.
- Broken or damaged equipment could lead to injury and should be fixed or replaced

PERSONAL FLOATATION DEVICES (PFD) OR LIFEJACKET FITTING:

Canadian laws require that recreational boats have one properly fitting lifejacket for each person on the boat, but there is no law requiring people to wear the lifejackets. Nevertheless, adhering to the fundamental safety rule that a lifejacket should *always* be worn when out on the water, ensuring a proper size and fit is critical.

- Lifejacket's primary function is to keep a person afloat with their head out of the water. It can also provide limited torso warmth, and a bright-colored vest increases visibility.
- Proper fit is key. If a lifejacket is too small, a person won't stay afloat; if too large, it will ride up over the face or otherwise reposition.
- A PFD should be snug, like a glove, yet flexible enough to go through multiple motions for a particular water activity.

For Adults, chest measurement is the critical factor in sizing. The length, placement and number of straps are key considerations in determining the proper size to wear. **Youth/Children/Infants, are separate, distinct categories** - weight is the most important consideration. Special head flotation support, crouch strap and grab loop are added features of a Children/Infants life jacket.

How to determine a proper fit:

- Put on and zipper up;
- Snug up waist strap first
- Snug up side/torso straps
- Cinch down and snug shoulder straps.
- Make initial comfort strap adjustments
- Have the participant raise their arms up over head, then grab the top of arm openings and gently pull upward, if the jacket rises up into mouth/ears area - readjust and try again, or select a different size jacket.

Other safety considerations include: 1) do not attach whistle to zipper pull, if whistle catches on anything during a re-entry it can unzip the jacket, possibly pulling it loose or off; **2)** vest pockets, pouches provide mini-storage, but over-stuffing can inhibit some re-entry efforts.

Set a good example, staff, adults and caregivers are important role models for children and should wear a proper-fitting lifejacket as well.

VAPING AND SMOKING



Information for Camp Counsellors about Vaping and Smoking

www.publichealthgreybruce.on.ca

Vape-free and Smoke-Free Spaces in Ontario

One of the goals of the Smoke-free Ontario Act (2017) is to protect people from Second-hand Smoke (SHS) and Vapour exposure in outdoor settings. A common misconception is that SHS exposure is not an issue in outdoor settings, because many people believe that smoke simply dissipates into the air. However, a growing body of evidence has shown that SHS exposure in outdoor settings can be just as harmful as SHS exposure in indoor settings. (Public Health Ontario (PHO))



Playgrounds



Splash Pads



School properties, plus 20 metres
from edge of property.



Sport fields and
baseball diamonds



Recreational areas
(skateboard parks)

At these locations, you should see signs that say these places are smoke-free and vape-free:

- No smoking or vaping on children's playgrounds or public areas within 20 metres of children's playgrounds.
- No smoking or vaping on publicly owned sporting areas, their fan/viewing areas, and public areas within 20 metres of these places.
- "Publicly owned" means that the sporting area is owned by a municipality, the province or a post-secondary education institution. Golf courses are excluded from this restriction.
- There are many smoke-free and vape-free spaces in Ontario including workplaces, schools, and healthcare settings. Some municipalities also have bylaws that make places like beaches, parks and trails smoke-free.

What if I find a camper with a vape or tobacco products (vape, pods, cigarettes, chewing tobacco)?

During your training, ask your supervisor about the policy for your workplace for these situations. The policy may ask that you take away vape/tobacco products from campers under your supervision and report to your supervisor about the issue.

If you are required to confiscate these products from day campers, remember:

- Do not open any vape products or bottles of E-liquids as Nicotine can be absorbed into the skin.
- Notify your supervisor.
- Notify parents or guardians that items were confiscated. They may belong to the parent and could potentially be returned.
- Remind campers of the rules.

What supports are available for people who want to quit vaping or smoking?



Quash is a judgement-free app created in Ontario to help teens quit smoking or vaping —the way they want!

Why should you quit?

How can Quash support you?

Visit the website to learn more.

www.quashapp.com



Stop Vaping Challenge

Thinking about quitting vaping, but not sure where to start?

Why not try the Stop Vaping Challenge?

It's very simple! Download the App, start the Challenge Timer and go for as long as you can without vaping! Plus you can track your mood and cravings to help you change up your routine.

Stop Vaping Challenge App on the Apple App Store:

<https://apple.co/3gg9vss>

Stop Vaping Challenge App on the Google Play Store:

<https://bit.ly/3uizo36>

Not An Experiment

Fill in the quit plan and then download or email to yourself.

www.NotAnExperiment.ca/your-quit-plan/



CHOICES Drug and Alcohol Counselling Program in Grey Bruce

- The CHOICES program is for youth under 20 and their families.
- Counsellors can meet students at school or in the community.
- Call intake at 519-371-5487 or 1-800-265-3133 to make an appointment. www.cmhagb.ca



Smokers' Helpline is a free, confidential service operated by the Canadian

Cancer Society offering support and information about quitting smoking, vaping and tobacco use. On Ontario, Smoker's Helpline is run by Telehealth. Care Coach Assistants available 24/7 at 1-866-797-0000

www.smokershelpline.ca



Talk Tobacco is a free confidential program offering culturally appropriate support and information about quitting smoking, vaping and commercial tobacco use to First Nations, Inuit, Métis and urban Indigenous communities 1-833-998-8255

www.smokershelpline.ca/talktobacco/home



The Lung Health Line is available Monday to Friday 8:30 to 4:30 p.m. 1-888-344-5864 For more info, visit

<https://lunghealth.ca/support-resources/helpline/>

APPENDIX

UV INDEX RECORD

<p>Today's Date</p> <p>_____</p> <p>UV Index</p> <p>_____</p> <p>Humidex</p> <p>_____</p> <p>Public Health <small>OF THE PROVINCE OF ONTARIO</small></p> <ul style="list-style-type: none"> • Check the UV Index and Humidex daily • Know the signs and symptoms of heat stress • Report all sunburn and heat stress incidents • Take breaks from the heat and drink plenty of water 	<p>LOW</p> <p>UV Index 1-2:</p> <p>Minimal sun protection required</p>	<p>UV INDEX 1</p> <p>UV INDEX 2</p>	<p>MODERATE</p> <p>UV Index 3-7:</p> <p>Extra Protection Required</p> <p>Between 11am – 3pm, work tasks should be done in shade</p> <p>Take breaks in the shade</p> <p>Protective clothing appropriate to the work tasks should be worn:</p> <ul style="list-style-type: none"> • Long sleeved shirts and pants • UV protective eyewear • Wide brimmed hat with additional brim and neck flap • Sunscreen and lip balm (minimum SPF 30) 	<p>UV INDEX 3</p> <p>UV INDEX 4</p> <p>UV INDEX 5</p>	<p>HIGH</p> <p>UV Index 8-11:</p> <p>Extra Protection Required</p> <p>Between 11am – 3pm, work tasks should be rescheduled to avoid outdoor work</p> <ul style="list-style-type: none"> • If rescheduling is not possible, work tasks should be done in shade <p>Take breaks in the shade</p> <p>Protective clothing appropriate to the work tasks should be worn:</p> <ul style="list-style-type: none"> • Long sleeved shirts and pants • UV protective eyewear • Wide brimmed hat with additional brim and neck flap • Sunscreen and lip balm (minimum SPF 30) 	<p>UV INDEX 6</p> <p>UV INDEX 7</p>	<p>VERY HIGH</p>	<p>UV INDEX 8</p> <p>UV INDEX 9</p> <p>UV INDEX 10</p>	<p>EXTREME</p>	<p>UV INDEX 11</p>
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