



PHYSICAL EDUCATION NEW ZEALAND

TE AO KORI AOTEAROA

COVID-19 Alert Level 2 Guidelines

Prepared for
Physical educators in Primary, Intermediate and
Secondary school environments

28 August 2020, Version 3

Please note there may be ongoing updates to this document given the evolving Alert Levels
and guidelines from the Government

Physical Education New Zealand

For more information and support visit

www.penz.org.nz

and follow our campaign #EinPE



How to use this document:

1. This document has been prepared for a New Zealand context, based on public health guidelines and our NZ Government Alert Levels. If using this for a different country, please adapt accordingly, and follow your own guidelines.
2. Senior leaders, HODs, HPE leaders and teachers can engage with these guidelines and ideas.
3. Please note, there are different Ministry of Health Guidelines for Early Childhood Centres (ECC). The nature of an Early Childhood Centre is very different, and therefore all 'toys', 'equipment', and spacing rules need to be considered and adhered to. As children in ECCs are moving most of the time, we believe there is no need to treat the 'physical activity context' any differently to the guidelines on general play or handling of toys] etc. Therefore, the suggestions in this document are not designed for ECC specifically. Some suggestions could be used/modified if they meet the public health measures and Centre guidelines. These can be found here:
<https://www.education.govt.nz/covid-19/>
4. These suggestions have been based upon the most up to date information released by NZ Government.
If you want specific information on sport, education and alert levels, see the links below.

Sport New Zealand's advice for play, physical activity and sport

<https://sportnz.org.nz/resources/play-active-recreation-and-sport-at-alert-level-2/>

The role of the school, and guidelines from the Ministry of Education for schools

<https://www.education.govt.nz/covid-19/>

General guidelines of the Alert Levels and what they mean

<https://covid19.govt.nz/>

5. We have based our comments on the types of movement we may typically see on school grounds. Physical Education classes, breaks and lunchtimes, play, fitness, sport and incidental movement (between classes, on and off school grounds).
6. We are informed by the Ministry of Education that *"at Alert Level 2, almost all children and young people can attend early learning services, schools and kura onsite, including students in years 11 to 13. This includes students of Residential Special Schools, Day Special Schools and satellite units. The only exceptions are children or young people who are sick, have any COVID-19 symptoms, are in isolation, or are awaiting the result of a test."* (education.govt.nz. 2020)
7. Our guidelines should not supersede your school policy, and you will need to consider your own context, centre, kura or educational site. If your school leadership need advice on this, please get in touch.

If you have any questions, please contact us at admin@penz.org.nz

<h2>What the guidelines say</h2>	<h2>What we can do as a school</h2>
<p>Equipment can be shared with caution.</p> <p>This means sports gear or equipment can travel, or be passed from one student to another (ropes, balls, rākau sticks, rackets etc).</p> <p>Playground equipment can be used.</p> <p>Outdoor fields, parks, courts, or artificial surfaces/turfs are ok to use.</p> <p>Shared gym equipment can now be used.</p> <p>Sandpits can be used.</p>	<ul style="list-style-type: none"> • We recommend you use equipment that can be cleaned. Try to avoid tricky equipment, or gear with delicate surfaces that requires extensive cleaning. • At Level 2, you should avoid sharing clothing, helmets, mouth guards, blindfolds, whistles, hats, any guards or protective covers over the face or nose. • Any shared equipment should be cleaned often. This cleaning may occur at lunchtime and after school, or in between classes. <ul style="list-style-type: none"> ○ In some cases, this may not be achievable, so think about limiting items of gear that are simply too much work. ○ It could be that you get students to help clean their own gear before returning it to the box etc. ○ It has to be manageable for you as a teacher or as a department/team. • You should wash and dry your hands or use hand sanitiser before and after using playground equipment or equipment/gear (see hygiene guideline for more on this below). • Any weights rooms or shared gym spaces will need to be cleaned. <p>Note: If you open your gym to outside users, then operations must meet the public health guidelines</p> <p>https://covid19.govt.nz/covid-19/alert-system/alert-level-2/</p> • Exercise caution with common touch points (e.g. gates or doors) and wash or sanitise your hands after touching these surfaces. • Changing rooms can be used, but encourage spacing in them. Sanitise and wash hands on entry and exit. • Place an image on the walls indicating a 'change spot' and have these 1m apart. These pictures could be famous athletes, or a 'guess the athlete' competition.
<p>High risk activities or new skills beyond the children's capabilities should still be avoided. I.e. gymnastics where you cannot spot or support children that are inverted.</p>	<ul style="list-style-type: none"> • It is still a good idea to take it easy. Don't push dramatic new contexts that will extend children's abilities greatly. Think about safety and whether the context could wait until your region is at Alert Level 1.

<p>Use hand sanitiser and ensure proper hand washing should occur before and after physical education classes or movement/physical activity breaks.</p> <p>Disinfect and clean all surfaces daily</p> <p>Have signs up in physical spaces reminding students to wash their hands.</p>	<p>As physical distancing limits in schools are not as vital, this becomes very important. Please prioritise hygiene with your PE classes and when entering and exiting classrooms, gyms, halls or weights rooms.</p> <ul style="list-style-type: none"> • Whistles are still not needed. Don't use them, the exception being 'squistles' which are a hand held alternative. Make up some new clapping routines for gaining attention. • You should wash and dry your hands or use hand sanitiser before and after using play equipment and sports equipment. • Your school could spray or clean playground equipment, as they would with indoor commonly used surfaces. • If possible, don't use bibs and bands. It is best to try to avoid sharing clothing or items that go over heads, or worn on bodies at this stage. Try to get your students to come in coloured socks, play jerseys vs. non jerseys etc. • You should also try not to touch your face, encourage children to cough and sneeze into their elbow, and if anyone has cold or flu symptoms they should stay off all equipment. • You may have a child that requires a lot of physical support, and therefore it is not possible to explain or maintain a physical distance between yourself and them. This is ok, but just means your hygiene practices are even more important.
<p>If you are unwell or if members of your household are unwell, you should stay home. You must not participate in physical activity (or leave home) if you are displaying symptoms of COVID-19, awaiting a test result, or required to self-isolate.</p>	<ul style="list-style-type: none"> • If you notice anyone in your physical education classes displaying symptoms of COVID-19 it is vital that they are sent home immediately and you follow school/public health protocol for hygiene and sanitising.
<p>School Sport</p>	<ul style="list-style-type: none"> • Physical distance is not possible in some sporting activities. In these situations, extra emphasis on handwashing and drying (or cleansing with hand sanitiser) before and after activities and regular cleaning of equipment is very important. • Avoid handshakes with opposition players at the end of the game. Try the elbow bump instead. • In addition to practicing good hygiene, the ability to record participants to aid contact tracing is very important. We would encourage schools to have laminated copies of the school QR code available for visiting players and management, at their sports fields and courts. • For further information including the presence of spectators, please visit https://sportnz.org.nz/resources/play-active-recreation-and-sport-at-alert-level-2/

Some final tips from us

1

You know your context, we don't

- These things can all be factored into HPE programmes and environments, but you must choose and adapt what works for your school and your students.

2

Go easy on yourself

- You may very quickly get over cleaning. Especially as our learning area requires equipment, and different spaces/environments. Ask yourselves these questions:
 - Can students help take responsibility?
 - Can we get some feedback and advice from our students?
 - Can we restructure lessons and times of lessons to factor in cleaning time?
 - Can we restructure how students enter and exit gyms through doorways?
 - Can we reduce the number of children using the spaces or engaging in physical activity? Could half the group be doing an online task and half be doing the practical?
 - Can we colour code or systematically code gear into categories of 'needs cleaning' etc.
 - Can we make this easy on ourselves?
 - Can we think about PE differently, given our learning from online learning?
 - Can we work with others who understand our context to share ideas and knowledge?

3

Take a breath

- If you are able to, join in. Any time your children are moving, try to move too. This will help build those relationships that children will be craving right now, and it will allow you to have a bit of fun together. We know this isn't easy, but we can achieve it together.
- Think about slowing down and contemplating the bits of 'PE normal' that your team or department wants to leave behind in lock down.
- If you teach the senior levels, try not to role-model NCEA panic, or be in assessment-driven catch up mode. Your students have special considerations in place to support their academic progress in 2020.