

## SAFETY IN PHYSICAL EDUCATION LESSONS

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### Keywords:

- Physical education,
- Security,
- Teacher.

### Abstract:

**INTRODUCTION:** Every year during the motor activities there are many unfortunate accidents. Usually these are minor injuries, but there are serious accidents, up to and including fatalities. The physical education teacher is responsible for health and the safety of young people during lessons, is to keep all forms of safety. Insuring the exercisers is one of the basic tasks of the teacher in PE and in all physical activities.

**THE AIM OF THE WORK:** The aim of the subject is to analyze the provisions contained in regulations issued by the Ministry of National Education and Sport on issues related to safety during physical education lessons, as well as to present the solutions applied to the chosen subject.

**THE MATERIAL AND THE METHODOLOGY:** To develop the topic, the available literature related to the subject of the article was used, and the Teachers' Charter and MENiS regulations containing safety guidelines for physical education classes were analyzed.

**RESULTS:** How to protect trainees from injuries and accidents, or what factors to take in specific situations, is usually referred to in the methodological textbooks in the field of individual sports disciplines of physical education. The analysis of the causes shows that accidents can be avoided if the students follow the recommendations issued by the PE teacher. Therefore, it obliges all students to comply with the rules of health and safety at PE classes.

**CONCLUSIONS:** Maintaining safety in physical education lessons, due to their nature, often requires a different approach than in the lessons being taught in the classroom. The importance and responsibility of the teacher for the physical and mental health of children and the need to predict dangerous situations should be emphasized.

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### INTRODUCTION

Physical education falls on the years of childhood and youth. The greatest physical development of man mainly occurs this period. The movement influences the formation of the personality of young people.

Physical education classes are conducted by people whose task is to shape physical and psychomotor fitness and develop the cognitive and emotional – motivational zone through physical activity. The subject of the teacher's work is a very young man who undergoes many biological and personality changes. Therefore, in his work, the teacher has to adjust the content of the method of work well as well as his behavior, the way of communication to the individual developmental periods of students to their psyche, their interests, mobility [Warchoń 2013]. Every year during the motor activities there are many unfortunate accidents. Usually these are minor injuries, but there are serious accidents too, up

to and including fatalities.

Every accident connects with the suffering of the child, it upsets parents and the environment and always working against physical education and the teacher. It is comforting, however, that in classes conducted by thoughtful, predictive and responsible teachers accidents are rare. The responsible teacher recommends a lesson tailored to the individual pupils' abilities, as indicated by the methodology of physical education. Insuring the exercisers is one of the basic tasks of the teacher in the lesson and in all physical activities [www.profesor.pl 2018].

### **CAUSES OF ACCIDENTS ON PE LESSONS**

Physical education teacher is responsible for the health and safety of young people during the lesson, it is to keep all forms of safety. Avoiding difficult, dangerous situations is often impossible, therefore the role of the teacher is adequate protection against accidents or injuries by insuring the exercisers during performing physical tasks.

Preservation of safety in physical education lessons, due to their nature, often requires a different approach than in the lesson conducted in the classroom. The lecturer should also anticipate students' activities, therefore classes in physical education in accordance with the Ministry of Education and Sporting Education in 2017 on qualification can only be carried out by a person who meets the relevant requirements in the Regulation [Rozporządzenie Ministra Edukacji Narodowej 2017].

During physical education classes, young people are exposed to accidents whose causes can be divided into:

- causes caused by the fault of the teacher,
- causes stemming from the practitioner's personality,
- technical reasons [Bukała 2008].

### **CAUSES BY THE FAULT OF THE TEACHER**

On the basis of the observations, it can be stated that one of the weaknesses in conducting physical activities is the organization of the didactic and educational process itself. In pedagogical practice, usually a lot of time is spent on methodical preparation, on forms and methods of work, the right choice of exercises, and the organization of activities itself is not enough time. There is no doubt that good organization of classes, thought out and prepared way to enforce each element of the lesson, not only can ensure the safety of the trainees, but also facilitate and accelerate the acquisition of specific skills and movement skills by the exercisers [Warchoń 2015].

From the safety point of the exercisers to the most frequently repeated mistakes organization of classes includes:

- random division of students into teams or lack of this division,
- placement of exercisers too close to walls, radiators and other obstacles in the room or pitch,
- ill-considered way of moving accessories and devices,
- lack or bad protection during difficult and dangerous exercises,
- bad preparation of equipment, devices and objects for classes,
- no review of accessories, devices for their reliability in any situation,
- unidentified way of coming and leaving classes,
- lack of discipline [Olszowski 1972].

In order to properly fulfill the safety task, the teacher must thoroughly familiarize the children with self-protection and organize help during the exercises that they will perform, and which in his opinion contain difficult and dangerous elements.

## THE CAUSES OF ACCIDENTS RESULTING FROM THE PERSONALITY OF THE STUDENT

- Lack of discipline when performing individual exercises. The student does not respect the instructions of the teacher, he moves freely from the exercise to the exercise without his consent. Often, he also shows in front of the team, as a demonstrator, exercises overgrowing physical abilities of children.
- Personal experiences. If the child is experiencing family problems, is sad, feels bad, the head hurts, is after a longer illness, then do not increase the intensity of exercise. Also, excessive joy is not conducive to the safety of the exercisers. Expansions as a result of excessive joy often lead to the child undertaking tasks that exceed his / her physical abilities, the child wants to practice then without protection or exercises with unjustified carelessness.
- No warm-up. Warm-up increases the activity of nervous processes, shortens the body's adaptation to the optimal effort, increases the efficiency of the respiratory system, circulation, thermoregulation. Recognizing the importance of warming up, it is rarely practically carried out properly, either because of the excessive amount of tasks that are set on each lesson unit or because of excessive pursuit of ad hoc effects.
- Fatigue. Lowering self-control that affects fatigue leads to mistakes that can cause unfortunate accidents. The performance of any work or element contains the possibility of making a mistake that in special circumstances, it may lead to an accident. These circumstances are tasks over physical forces, tasks with a complex, previously unknown structure, and finally tasks that are encountered in the implementation of obstacles, or when they should be performed in a variable rhythm.
- Fear. In order to prepare the child for difficult, fearful situations, we must first of all strive to shape his versatile mobility. In the face of new, difficult and dangerous things, a well-trained person will be afraid, but it will be much easier to mobilize defense forces. A strong man does not think too much about the dangers and hardships that await him. A strong and healthy man enjoys the idea of overcoming hardships that lie within its limits, fear is an essential component of self-defense mechanisms at people. It is an unpleasant feeling, which has a significant biological meaning. Without fear, there would be no heroism, courage, bravery, daring and strength of character. Fear is therefore a condition for the existence of both courage and cowardice. Man is afraid of three situations: sudden and acute sounds, physical pain and imbalance. These are elements of the so-called. The instinct of fear that has already been noticed at people. It is an unpleasant feeling, which has a significant biological meaning. The instinct of fear that has already been noticed in infants in the first days of life. However, "manifestations" of fear are the result of acquired experience. So how should we proceed in PE classes to counteract the emergence of excessive fear, which very often paralyzes the movement of the practitioner, mixes the rhythm of movement, prevents full concentration of attention, does not allow for an objective assessment of the situation. It seems that we should get out of measures that have an impact on the mechanism of fear, and thus create situations that require courage, risk and choice for the practitioner to respond to the motives of conduct. And the releasing from consciousness thoughts about difficulties, the face of new, difficult and dangerous things, a well-trained person will be afraid, but it will be much easier to mobilize defense forces. In order to prepare the child for difficult, fearful situations, we must first of all strive to shape his versatile mobility. In the face of new, difficult and dangerous things, a well-trained person will be afraid, but it will be much easier to mobilize defense forces. A strong man does not think too much about danger and the

hardships that await him. A strong and healthy man is happy to overcome the hardships that lie within his means. Physical weakness entails a tendency to fear in an atmosphere in which it is difficult to accurately assess the danger. Of course, we should not avoid difficult, risky and dangerous lessons. In overcoming fear, anxiety, and doing exercises that contain risk elements, in the joy of overcoming hardships lying within the limits of one's own possibilities lies the basic attractiveness of movement activities.

- Unhygienic lifestyle. The concept of unhygienic lifestyle consists of a whole complex of issues whose impact on health and physical fitness does not need to be justified. In school practice, this includes also bad and irregular eating and the hunger for girls in the pursuit of a slim and shapely figure. You must also mention about overloading the child with work at school and lessons at home - in a word, a balance between work and leisure.

- Hasty or ill-conceived exercises. Always instruct the exercisers and point them to far-reaching consequences, which can lead to their rash. Until the child does not realize his movement and does not analyze it, does not realize what and how to do it, should not proceed to perform the exercise. In a child with a rash, some motor activities are not under strict control of the central nervous system. This condition is conducive to the occurrence of an accident.

- Prejudice to do the exercise. Do not exercise those movements where the child has a particular prejudice, or if you are not convinced that this exercise will help him in this exercise. If the child has a prejudice to the exercise, and it only trains under teacher pressure, it's easy to get an accident

- Tremor or pre-start fever. Not only young people but also experienced sports have pre-start stage frustration, which often leads to worse results in the competition than during training. Symptoms of stage fright or pre-start fever are less coordinated movements, sweating (especially of the hand), trembling of the fingers. The teacher's task is to ease pre-start states, among others by diverting the athlete's attention from the effort that is waiting for him (especially when you have to wait too long for a start) and a factual analysis of situations that may occur during the competition, etc.

- No self-protection knowledge. Before the accident, the athlete may first of all secure the self-protection ability. This skill should be taught before any difficult exercise. Self-protection must become an inseparable component of the exercise itself. Self-protection awareness increases confidence and increases the value of exercises. Experimentally, it was found that those children who were familiar with the principles of self-protection, easily overcame the feeling of fear, more easily orientated themselves in a given situation, and quickly mastered specific teams of movement tasks. Self-protection taught before or during the exercise and the example of unsuccessful exercises.

- Self-protection by the ability to fall correctly. In preventive proceedings against accidental accidents during classes, special attention should be paid to assimilating the skills of proper incidence to the practitioner. The effects of accidents will largely depend on the mastery of this skill. A person who assimilates the ability to fall, even in unpredictable situations, will always act as she did in the classes of the movement [Olszowski 1972].

## **THE CAUSES OF ACCIDENTS WITH A TECHNICAL CHARACTER**

The reasons for this group of accidents include not preparing sports facilities for the classes, insufficient equipment in the equipment and clothes of the practitioner, poor run-in, inadequate tread surface, bad ice condition, etc. [Olszowski 1972].

The teacher should try to eliminate these causes by:

- informing about the rules of safe exercise,
- good organization of classes, including the emphasis on conducting a proper warm-up,
- belaying and learning of self-insurance,
- proper positioning of the instruments and selection of the place to exercise,
- special care for less-skilled students,
- observation of students and anticipation of the possibility of dangerous situations [Rogacka 2016].

The teacher must be able to anticipate, prevent and repeat health and safety rules in each lesson, implement them, respect them and demand them.

## **LEGAL REGULATIONS CONCERNING SAFETY ON PE LESSONS**

Student safety is one of the main tasks of every educational institution, as evidenced by numerous legal regulations that a physical education teacher should know. These include, among others: Act on the education system, Teacher's Charter, Regulation of the Ministry of National Education and Sport of December 31, 2002 on safety and hygiene in public and non-public schools and facilities, MEN Regulation of February 7, 2012. on the framework curriculum and the curriculum of physical education and education for safety [Ostrowska, Skaly 2016].

The legal framework supporting the safe education of students are the provisions of the amended Act on the education system of 27 September 2013. Pursuant to Article 1 of this Act, the education system (kindergartens, schools and educational institutions) ensures that safe and hygienic conditions for education, upbringing and care in schools are maintained and outlets. However, in art. 39, you can find the detailed tasks of the director of each educational institution, including "tasks related to ensuring the safety of students and teachers during classes organized by a school or institution. " In addition, one of the main duties of each teacher is to "reliably carry out tasks related to with the position entrusted to him and the basic functions of the school: didactic, educational and caring, including tasks related to ensuring the safety of students during classes organized by the school" [Revised Teacher's Charter after the changes of May 28, 2013. 2013].

Important information for a physical education teacher is contained in the Ministry of National Education and Sport Regulation of 31 December 2002 on public health and safety and non-public schools and facilities [MENiS 2002].

Chapter 1 contains general provisions that:

1. Schools and facilities acquire equipment having appropriate certificates or approvals.
2. If a room or other place where classes are to be conducted or the condition of the equipment in it creates a threat to safety, it is not allowed to start classes.

In the chapter: Physical education, sport and tourism, we find specific issues resulting from the specificity of conducting physical education classes. These are among others:

1. The degree of difficulty and intensity of exercises adapts to the current physical fitness and performance of the exercisers.
2. The participant of the class complaining about health problems is released on a given day from performing planned exercises, informing his parents (guardians) about it.
3. Exercises are conducted using methods and devices that ensure full safety of the exercisers.
4. Goals and baskets for the game and other devices, the displacement of which may endanger the health of the exercisers, are fixed permanently.
5. The technical condition of sports equipment and equipment is checked before each class.
6. In the halls and on the fields as well as in places designated for practicing physical exercises, games and activities, information boards shall be placed outlining the rules of safe use of sports equipment and devices.

7. The lecturer acquaints the persons participating in them with the principles of safe exercise and participation in games and activities [MENiS 2002].

Another legal regulations regarding the organization of physical education classes are contained in the Regulation of the Ministry of National Education of February 7, 2012 on framework teaching plans, which specifies the number of the practitioner under the supervision of one teacher. According to this regulation, "on compulsory physical education classes, classes may be conducted in a departmental, inter-departmental or inter-class group, and in the case of a school team - also in an inter-school group, comprising no more than 26 pupils" [Regulation of the Ministry of National Education 2012].

The core curriculum of physical education focused on health and safety physical activity emphasizes that "during the physical education classes - regardless of their form - the principle of full responsibility of the school should be respected in accordance with the applicable regulations, the course of classes and the safety of students".

The most important and leading for the teacher of physical education, the determinants of the implementation of physical education lessons are included in the general requirements and detailed core curriculum at individual educational stages.

At the first stage of education, teaching content indicates the development of children's physical fitness and health education, and one of the thematic blocks is devoted in detail to safety and health education.

At the second stage of education, general requirements indicate safe participation in physical and recreational activity, with an understanding of its importance to health. The thematic block of safe physical activity lists specific requirements, including:

- ways of dealing with an emergency or life situation,
- safe use of sports equipment and devices,
- applying self-insurance rules.

In the third stage of education, the general requirements concern care for physical fitness, proper development, physical, mental and social health as well as understanding the relationship between physical activity and health. Safe physical activity in the theme block and personal hygiene contains detailed requirements for the most common causes and circumstances of accidents and injuries during classes and ways to prevent them.

The fourth stage of education is preparation for physical activity throughout life and protection and improvement of one's own and other's health. Safe physical activity points to counteracting the negative effects of work, including work, on health in a sitting position and at the computer and the ability to assess the degree of risk associated with some sports and physical efforts [Podstawa programowa z komentarzami. Wychowanie fizyczne i edukacja dla bezpieczeństwa w szkole podstawowej, gimnazjum i liceum 2009].

The rules of safety are also determined by the rules of team games and individual sports (light athletics, gymnastics, etc.) and regulations for the use of the gymnasium and sports complexes. In this approach, it is required to update methodological competences by teachers, trainers and trainers with new organizational and technical provisions.

Physical education teacher should adhere to the following rules in his work:

1. Be prepared to conduct classes.
2. Keep discipline, order and order.
3. Preserve your sports equipment and devices.
4. Take care of the safe functioning of the devices and the aesthetics of your work workshop.
5. Enforce the observance of safety rules by students [Winczewska 2016].

In each school year, there are many unfortunate accidents during PE classes. The analysis of the causes shows that accidents can be avoided if the students follow the recommendations issued by the PE teacher. Therefore, it obliges all students to comply with

the rules of health and safety at PE classes.

### **HOW TO EFFECTLY AVOID ACCIDENTS DURING LEARNING**

Every year during the motor activities there are many unfortunate accidents. These are usually minor injuries, but there are serious accidents up to and including fatalities. Every accident combines with the suffering of the child, upsets parents and the environment, always works against physical education and the teacher. It is comforting, however, that they rarely happen in lessons given by thoughtful responsible teachers predicting accidents. Anticipate is that the teacher who knows the child's well knows how to protect the practitioner and how to secure the training position, and also knows the whole range of organizational forms.

There are no accidents at the responsible teacher, because he recommends tasks on the basis of individual pupils' abilities, as indicated in the methodology of physical education. Tasks should be difficult, anticipating the student's development, because only such tasks are of interest to young people, but methodically consecutive, that is, the student should not perform, for example, step (intermediate task) of the other, if the first step has not been mastered.

Insuring the exercisers is one of the basic tasks of the teacher during the lesson and in all physical activities.

The teacher is responsible for:

- hanging out, discussing and meticulously observing the safety regulations (regulations regarding the use of the gymnasium, playground, swimming pool),
- direct insurance of students during exercises and physical tasks (it can also designate pupils to protect companions, but they must be students who have the chance to fulfill this role and are properly instructed on how to insure),
- systematically training students for self-defense.

How to protect trainees from injuries and accidents, or what factors to take in specific situations, is usually referred to as methodological textbooks in the field of individual sports disciplines of physical education. Here, the validity and responsibility of the teacher for the physical and mental health of children and the need to anticipate dangerous situations during the course of physical activities should be emphasized. It should be strongly emphasized that protection against accidents and injuries is not about avoiding difficult and dangerous situations. But on the insurance of the exercisers in the course of carrying out physical tasks and active prevention.

Active prophylaxis is understood, just like in hygiene, to immunize the individual against danger from the external environment. If, for example, accidents and related injuries are known to be caused mainly by the victim's falls, physical training should often be practiced in order to teach all students protection against injury in various circumstances.

Equipment and sports equipment that are equipment of the gymnasium or pitch must have appropriate certificates and approvals. They guarantee:

- functionality of individual pieces of equipment;
- meeting safety standards - materials used for production, the method of assembly of individual elements, as well as the location of sports equipment in the facility, cannot have so-called "weak links."

In the halls and on the pitches as well as in places designated for practicing physical exercises, games and activities, an information board of the pitch and an information board of the gymnasium are required, specifying the rules of safe use of the equipment and sports equipment.

In addition, for added security, you can place detailed regulations of the gymnasium and regulations of the school pitch, regulations for the use of individual sports equipment and equipment (eg gymnastics, chest, jumpers, baskets, ladders, balls, medicine balls, etc.)

Boards and regulations should be placed in a visible and easily accessible place, so that everyone can become familiar with them.

During compulsory daily equipment inspection, the teacher:

- can carry out minor maintenance operations in order to maintain full functionality of the hall or pitch equipment;
- is obliged to remove equipment that poses a threat from the room (pitch);
- can determine the need for a general technical inspection of sports equipment.

Physical education teachers must be trained in first aid.

The room of physical education teachers should be equipped with:

- first aid kit provided with the necessary resources to provide first aid;
- instructions on the rules for first aid, which should be placed inside the first aid kit or next to it.

## SUMMARY

Accidents at physical education classes have been, are and will be, despite the fact that for many years, both practitioners and theoreticians of this subject, as well as doctors and school authorities have been trying to fight them.

Physical education teacher must be aware that children very often cannot predict situations in which there may be elements that will threaten their health and sometimes their lives. Very often this is due to a lack of understanding of the effects and the reasons for a given situation, lack of life experience, ignorance of many processes and phenomena, the tendency to exaggerate, the desire to impress their peers with courage and sometimes even bravery.

Physical education teacher implementing a specific curriculum and striving to achieve the best results by improving methods and forms should remember that the primary duty is care for health, safety and hygiene of students.

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