

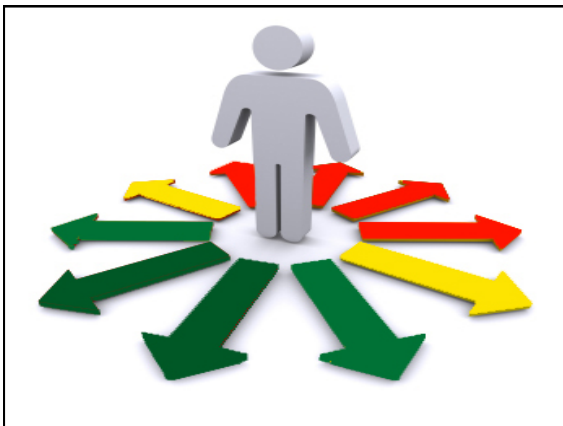
Remove Hazards

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" The first task of supervision is the removal of any hazards. Inspection of the facility, the equipment, and the environment should be performed before any activity is allowed. Make a practice of scanning the area and be aware of any mat problems, tripping hazards, obstructions, etc. Pay special attention to walkways and traffic patterns between events. Set physical limits – Good physical limits should not exceed your ability to see and hear all that is going on.

Field of Vision

" Best practices dictate that all participants are within the supervisor's field of vision at all times. In practical terms, the instructor/supervisor need to make a decision on how to provide direct supervision (teaching or spotting a skill) while maintaining indirect (visual **and auditory**) supervision. Typically the instructor / supervisor selects the activity with the highest risk and performs a closer and more direct supervision there while students perform independent of the supervisor's direct attention, but remaining within visual contact without turning around (USAG).



Clear Communications

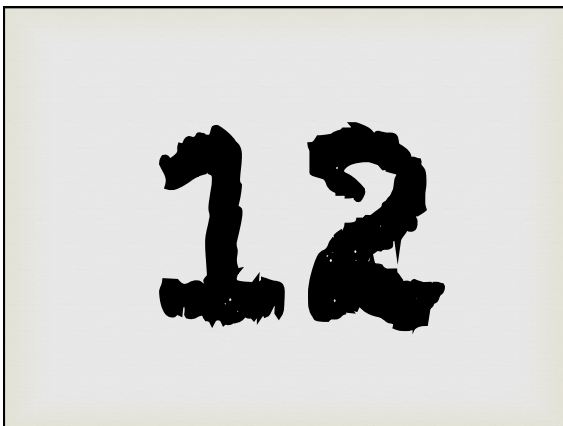
" One key factor to maintain quality supervision is to set and explain expectations daily with your students prior to activity. With clear communication that each student understands, each group you instruct should be given a daily review of your standards along with performance expectations as well. Going over expectations may also help before each activity.



Head Counts

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" Use a head count every few minutes to insure accountability. Position yourself so you can react quickly – It's hard to keep a group together. There always seems to be someone wandering off. It also makes it hard to be in the right place at the right time.



Knowledge

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" Know your activity and location in advance to limit any potential challenges to your supervision. Know the participants and be aware of any potential challenges or strengths they may have. Be aware of overconfidence that could result in a student exceeding their abilities and end with an injury.

Anticipate

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" Be aware of what is going on and what may happen. If we are aware of the group's or individual's moods we can step in to help steer the group in the right direction. A good supervisor recognizes potential problems and intervenes. Anticipate potential problem activities and adjust your supervision accordingly.

Teach Safety

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" If possible, put the responsibility of supervision on the participants - Very rarely does this happen in a new group right from the start. It is even less likely for younger groups. It can work, however, if expectations are set from the beginning and then reinforced through out the program. It starts in small ways.
