

## **COVID-19**

**Physical distancing recommendations for the practice of circus disciplines**

**Risk assessment for the teaching of circus disciplines**

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# Physical distancing recommendations for the practice of circus disciplines

Recommendations take into account an assessment of potential droplet projection from the practitioner's respiratory system.

Activities	m2	Examples
<b>Circus disciplines</b> significant dynamic factor, amplitude, and movement throughout space	<b>8 to 10</b>	wheel, teeterboard*, Russian cradle*, Russian bar*, aerial disciplines with circular flight patterns, duo tissu*, swinging trapeze, cloudswing, freestanding trampoline, unicycle, acrobatic bicycle, German wheel, duo dance trapeze*, banquine, aerial hoop with flight
<b>Circus disciplines</b> medium-range dynamic factor and amplitude	<b>6 to 8</b>	aerial straps, duo trapeze*, tightwire, solo acrobatic research, hand to hand, hoop diving, dance trapeze with back and forth or circular movement patterns across space
<b>Circus disciplines</b> <u>Rising and lowering in place (without circular or back and forth flight patterns)</u>	<b>4 to 6</b>	aerial straps without circular or back and forth flight patterns, corde lisse, aerial tissu, Chinese pole, swinging pole, fixed (static) trapeze, juggling with dance and movement
<b>Dynamic movements across space</b> <u>with time allotted between each person</u>	<b>Not-evaluated</b>	diagonal dance sequences across the floor, powertrack, tumbling in a line
<b>Dynamic movements in place</b>	<b>3 to 4</b>	dance/movement in place, ballet sequences at the barre in place, cardio in place, juggling in place
<b>Static activities</b>	<b>2 to 3</b>	hand-balancing, contortion, conditioning, stretching, yoga

\* Prohibited unless both practitioners reside at the same address

## A word on spotting:

Spotting is essential for safety and knowledge transmission in circus disciplines, regardless of the learner's level of proficiency. Spotting is regularly used for:

- ensuring the safety and wellbeing of the learner;
- assisting the learner to better understand the acrobatic movement that they are going to do;
- facilitating the completion of an acrobatic movement when the physical or mental means do not allow one to execute it alone.

It is important that teachers and students reflect and agree on teaching and learning practices in order to minimize these contacts as much as possible by using progressive steps or other strategies.

Distance spotting using safety lines is not always an adequate method and their use can sometimes generate other risks for the learner. Every movement and every situation are different. The context must be assessed to minimize the risk of injury and of the transmission of COVID-19.

If spotting is planned, **PPE (personal protective equipment)** must be worn. It is strongly recommended to test a variety of equipment (visors, goggles, masks) in order to choose the best model and combination and to ensure that they do not hinder movement or vision and that finally that the user can adjust to wearing them.

Before making contact, teachers and students **must understand and accept the risk of transmission**, even with PPE. It is important that this be discussed between teachers and learners. Teachers and students may be uncomfortable or even anxious about physical contact.

The following assessment takes into account the risk of transmission through physical contact between learners and teachers. Disciplines that require sustained and regular physical contact receive a higher risk assessment.

## Level of COVID-19 risk in the teaching of circus disciplines

<b>LEVEL 1</b>	<p>The trainer can teach without spotting. The student does not need to be in physical contact with others in order to practice and remains relatively static, with no rotations, significant movement across space, or dynamic movements.</p> <p><i>Juggling, object manipulation, hula hoops</i></p>
<b>LEVEL 2</b>	<p>The teacher can teach without spotting or can assist or spot only from time to time, without being close to the respiratory airways. The student does not need to be in physical contact with others to practice the activity and can remain relatively static, with no rotations, significant movement across space, or dynamic movements.</p> <p><i>Tight wire, acrobatic research, hoop diving, hand-balancing, contortion</i></p>
<b>LEVEL 3</b>	<p>The teacher can teach without spotting or can assist or spot only from time to time, but will be closer to the respiratory airways. The aerial disciplines involve some but not major rotations, high speed, high height and movements across space.</p> <p><i>Acrobatic bicycle, unicycle, German wheel, Chinese pole, swinging pole, aerial hoop, dance trapeze, fixed (static) trapeze</i></p>
<b>LEVEL 4</b>	<p>The teacher provides more consistent and sustained manual assistance to the learner. Height, speed in movement, and rotation are significant.</p> <p><i>Aerial tissu, corde lisse, Cyr wheel, aerial straps</i></p>
<b>LEVEL 5</b>	<p>The teacher offers constant and sustained manual assistance to the learner and intervenes to ensure their physical integrity on a regular basis. Physical contact between teachers and students is essential for the practice of the discipline. The discipline involves significant height, speed of rotation or movement across space.</p> <p><i>Teeterboard, swinging trapeze, cloudswing, Russian cradle, hand to hand, Russian bar, trampoline, powertrack, banquine</i></p>

<b>Circus disciplines</b>	<b>Level of risk: practicing</b>	<b>Level of risk: teaching</b>	<b>Circus disciplines</b>	<b>Level of risk: practicing</b>	<b>Level of risk: teaching</b>
Banquine *	5	5	Juggling	1	1
Russian bar*	5	5	Juggling with passing	2	2
Russian cradle*	5	4	Hand to hand*	5	5
Hoop diving	2	2	Hat juggling	1	1
Aerial hoop	3	3	Chinese pole	3	3
Aerial hoop with contortion	3	3	Swinging pole	3	3
Contortion	1	1	Unicycle	2	3
Corde lisse	4	3	Korean plank	5	5
Cloudswing	5	4	Power track	5	5
Diabolo	1	1	Acrobatic research	2	3
Acrobatic duo *	5	5	German wheel	3	3
Duo straps*	5	4	Cyr wheel	4	3
Duo tissu *	5	4	Aerial straps	3	4
Duo trapeze *	5	4	Straps with loop	3	4
Duo trapeze dance *	5	3	Aerial tissu	4	3
Hand-balancing	1	2	Trampoline	5	5
Hand-balancing and contortion	1	2	Fixed (static) trapeze	3	3
Tight wire	2	2	Swinging trapeze	5	4
Slack wire	2	2	Dance trapeze	3	3
Hula hoop	1	1	Acrobatic bicycle	3	3

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