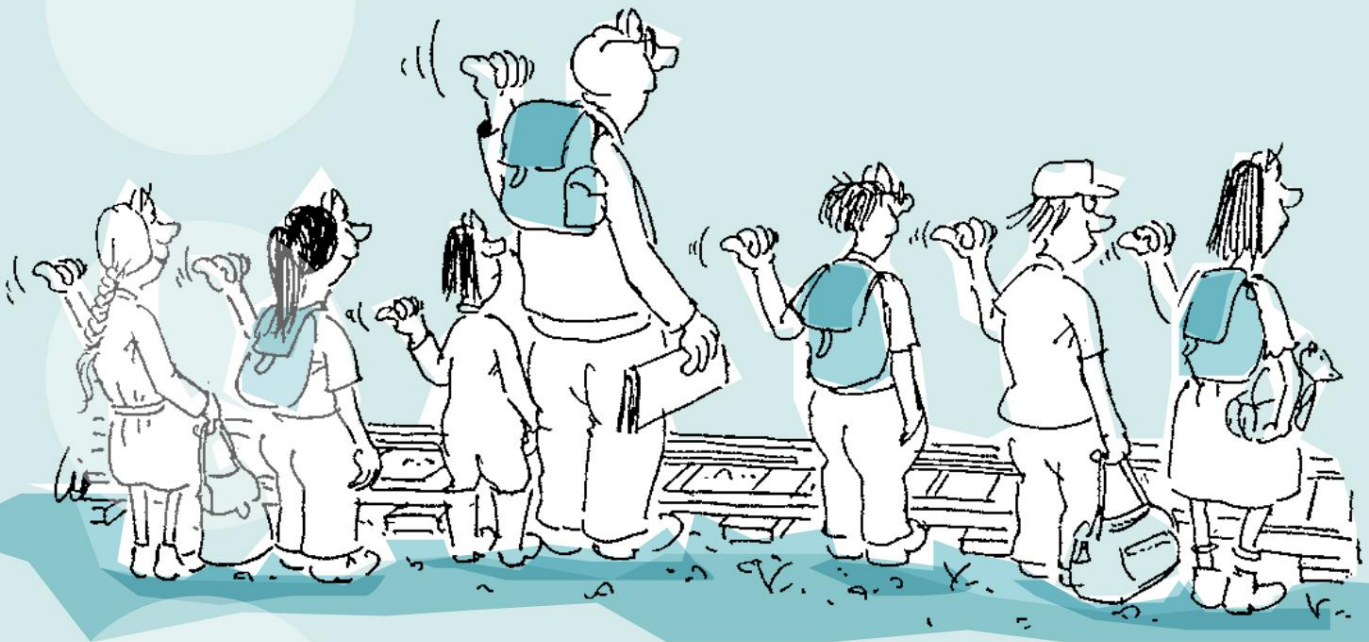


202-047

DGUV Information 202-047



Traveling safely with your school class

Recommendations for courses,
Excursions, hikes, school trips and home stays



komm mit mensch is the nationwide campaign of the statutory accident insurance in Germany. It aims to support companies and educational institutions in developing a culture of prevention in which safety and health are the foundation of all actions. Further information is available at www.kommmitmensch.de

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1 Foreword

Going on a trip with the school class: a frequent wish of the pupils, a challenge for the school staff, who are aware of the risks and the responsibility of such an undertaking.

In addition to the decrees and announcements issued by the responsible school authorities in the individual federal states, this brochure

Give you tips and help to ensure that such projects are a success for students and teachers and that everyone returns home safely.

At the same time, the conditions and scope of liability, as well as the exclusion of liability, should be clarified.

Field trips as part of school events begin with long-term and careful planning involving parents, the head teacher, and the students. Particularly with regard to safety and health, these school-based activities require a risk assessment in advance, careful implementation, and self-critical reflection and evaluation.

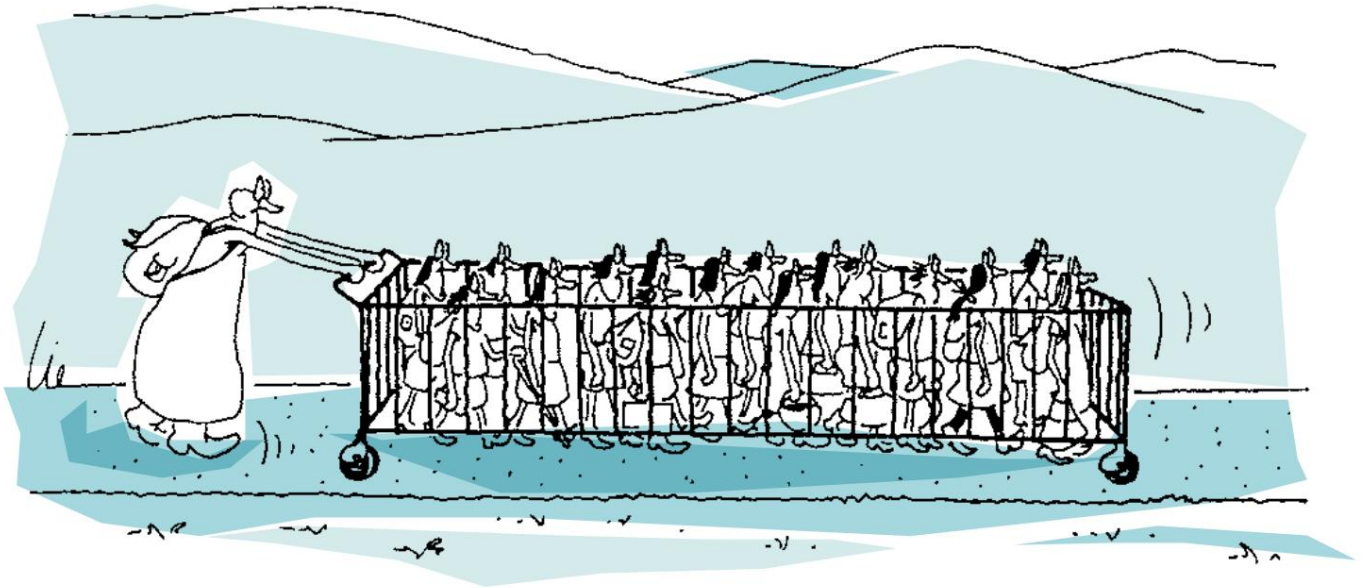
Some special events, such as boat trips, swimming, school ski courses and trips abroad, are not discussed in detail in this brochure.

In Chapter 3, an attempt is made to ensure complete safety information and minimize cross-references. This inevitably results in repetition of content in individual sections. The sections are all divided into "Preparation" and "Implementation," although a distinction is not always possible. The statements on the overarching topics of "Equipment," "First Aid," and "Statutory Accident Insurance" are presented in separate chapters.

The success of all school events depends on the quality of preparation and planning.

Accidents are often caused by boredom, lack of concentration, or inadequate supervision. Therefore, close attention should be paid to issues that initially seem unrelated to accident prevention and are not addressed here, such as organizing leisure time or observing nighttime rest.

2 Basic considerations



A hike or school trip creates new learning spaces outside the classroom. It represents an excellent opportunity for on-site learning that can be more sustainable and effective than many hours of theoretical instruction.

The focus is also on objectives such as community experiences, a sense of community, helpfulness, mutual knowledge and understanding, willingness to take responsibility and tolerance.

When planning, it has proven helpful for the school to work as a team to collect all relevant information on "school hiking – class trips." This allows for the compilation of folders with hiking suggestions, in which teachers can find tips on tried-and-tested excursions and trips.

This does not release the individual teacher from individual planning, in which pupils and parents should also be involved if possible.

Of course, the event also requires approval from the school principal, not least because of the resulting statutory accident insurance coverage for the students. For certain events, it may also be necessary to obtain additional official permits (e.g., for major sporting events, special use of public traffic space for competitions, and the like).

Careful planning includes prior exploration of the destination, such as walking the hiking trail or visiting the youth hostel or school camp. On-site advice and support should be sought. However, this does not relieve the teacher of overall responsibility.

The seminars offered by teacher training institutions are also helpful; some of them are offered in cooperation with organizations such as the German Youth Hostel Association, school camp associations or the German Alpine Association.

3 Notes on special Event types

3.1 Course of instruction

During a classroom walk (exploratory walk, educational hike), a teaching object is visited at its original location. While a hike focuses on the communal experience, a classroom walk is primarily educational.

Preparation

- Official announcements from the school authorities (country-specific) regarding the course of study.
- Obtain approval from the school principal ; if necessary, consult with other teachers in the class and the affected classes.
- Inform parents, especially about costs, start and end.
- Choose accompanying person(s) (may be required for special risks), possibly parents, students, trainee teachers.
- For pupils who, for compelling reasons, reasons cannot attend, provide lessons.
- Register early at the company/facility.
- Agree on the scope of the tour with those responsible, if necessary.
- Clarify and discuss what the students should try out, explore, observe, collect, photograph, measure, write down, sketch or ask about on site.
- The safest route (this is not always the shortest route!) Select path.
- Discuss and practice both general rules of conduct and group behavior in special situations, e.g. when crossing a street.
- Appropriate clothing, footwear, Agree on provisions, drinks, costs, any equipment and work materials.

Implementation

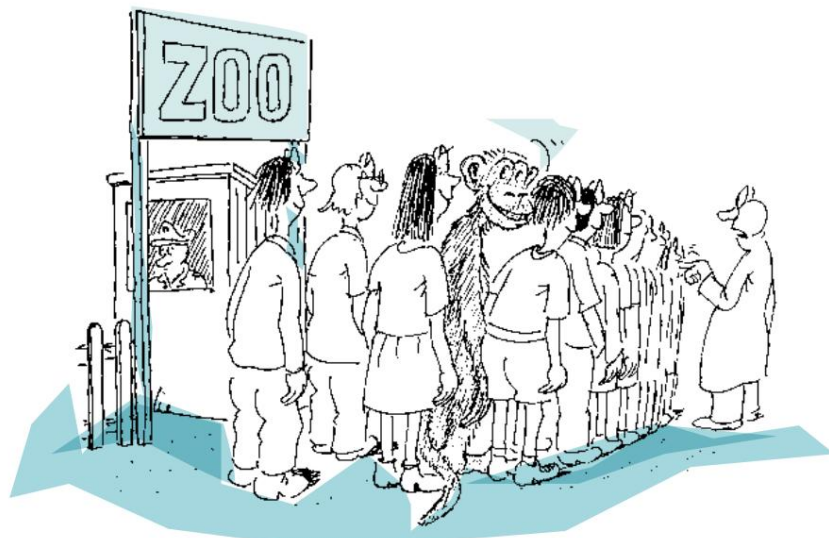
- Check attendance frequently, including at the end of the class.
- Maintain order in the group, especially in public transport, when getting on and off, closing and opening doors, etc.
- Streets and intersections at a sign cross together.
- After the lesson, make sure that the Pupils who are not picked up go straight home.
- Provide guidance on compliance with rules (e.g. do not touch anything without permission, follow instructions, do not push or shove).

Notes on **equipment** see Chapter 4

First aid instructions see Chapter 6

Information on **using means of transport** see section 3.7 and chapter 5

Information about **statutory accident insurance** see Chapter 7



3.2 Hike

Hikes are usually one-day school events outside the school building that primarily pursue educational goals, e.g. promoting a sense of community.

Preparation

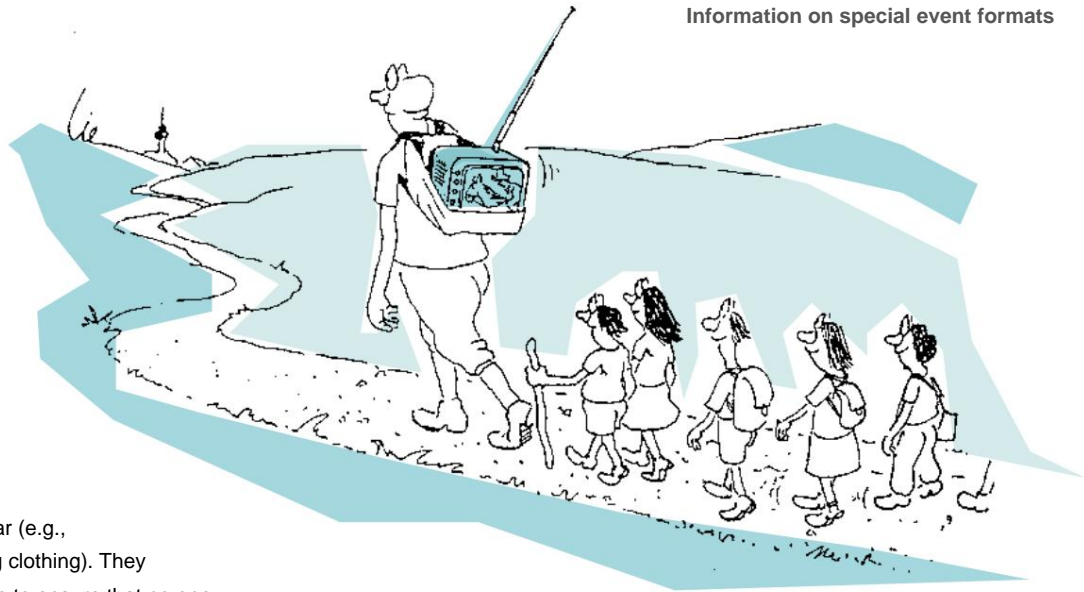
- Observe the official regulations of the school authorities (country-specific) regarding the hiking day.
- In addition to the head teacher, the
Inform parents about the plan (hiking destination, necessary equipment, provisions, accompanying persons, costs incurred, time of departure and return).
- For longer hikes, it's advisable to arrange a group phone number with parents (either a central phone number at the parents' or school's office). In case of delays or emergencies, only one call is necessary. Any queries can then be answered from the group phone number.
- If necessary, an accompanying person (e.g. parents, Choose a supervisor (intern) that the students respect and involve them in the preparation. It's important to coordinate on supervision issues. Have the accompanying person approved by the school principal.
- For pupils who have special needs
reasons cannot take part in the hike, provide lessons.
- Physical performance, social behavior
and take into account any health problems of individual pupils.
- Evaluate experiences from previous hikes (including those of colleagues from previous years).
- Avoid hiking in extreme heat. In summer, ensure adequate sun protection and fluid intake.
- When choosing the route, consider its condition
take into account:
 - Wetness
 - gradient
 - Sunlight
 - Rest areas (particular hazards)
- Hiking times, times for the outward and return journey, times plan for breaks and provide time reserves; younger Pupils should be at home before dark.

Be at home. Treat time estimates from hiking guides with caution! Based on experience, the estimated travel time is approximately one hour for four kilometers.

- Leave information about the departure time, the expected return time and the planned route at the school; do not change the tour without a compelling reason; if necessary, pass on this information immediately.
- Informing students about correct behavior in special situations:
 - Traffic-appropriate behavior
 - Leaving the path or the group
 - Correct behavior in emergencies
 - Considerate behavior
 - Crossing streets only together on
Instructions from the teacher or accompanying person
 - Risk of accidents when swimming
 - Tollwutgefahr
 - Fire in the forest
 - Ticks
- Acoustic or optical signals (e.g. in case of danger, for gathering, when crossing streets) and practice.

Implementation

- Check that everyone is present frequently, including at the end of the hike.
- The teacher leads the way throughout the entire hike and determines the route, breaks, and, above all, the walking pace. The children with the least stamina and physical ability determine the walking pace. They therefore walk directly alongside the leading teacher.
- The accompanying person should never walk with the teacher, but either in the middle of the hiking group or at the end.
- Two to three physically fit, resilient and reliable students (possibly



They bring up the rear (e.g., wearing eye-catching clothing). They have a clear mandate to ensure that no one follows them; they stay at the back even when students leave, correct their clothing, shoes, or backpacks. They immediately report any unusual behavior to the teacher.

- After a walk of 10 to 20 minutes, a short "technical break" has proven very useful. This break, announced at the beginning, can be used to "lighten the march" if necessary, for example, to put on or take off a sweater, tighten shoelaces, or remove pressure points on shoes or backpacks. This allows the teacher to inquire about any discomfort and gives them another opportunity to bring weaker walkers to the front and assign a useful task to the "fast walkers" (e.g., assisting with transportation).
- A first longer break with the opportunity to eat and drink is required for primary school children after 1 to 1.5 hours of walking, and for older pupils after 1.5 to 2 hours of walking.
- After the rest stop, everyone checks the rest area and leaves it clean.
- When making a fire, special attention should be paid to:
 - only in specially designated and designated areas
 - Approval of the landowner or the competent authority (e.g. forestry administration)
 - Keep your distance from trees –
 - Cut out the turf cleanly
 - Pay attention to wind strength and direction (sparks flying!)
 - Never light with liquid fuels; except for standard and GS-tested fuels
 - use little paper
 - Beware of flash flames from branches of conifers (flying sparks!)
 - no huge fires, no fire stations
 - when extinguishing with water, steam is produced (risk of scalding), therefore extinguish slowly and thoroughly
 - no dares or playing with fire tolerate!

- In case of deterioration of the weather (sudden change in weather, thunderstorms) or reverse exhaustion in good time or seek shelter.
- If an accident occurs on the road that requires
 - If the emergency requires care and rescue by the rescue services or emergency doctor, the first priority is to remain calm, gather all children (as agreed upon), and provide first aid. The accompanying adult alerts the necessary emergency services. If there are no accompanying adults, it may be advisable to appoint two reliable students to raise the alarm.

On the enclosed paper, next to the
Accident report

Where did something happen?

What happened?

Who is calling?

How many injured?

The emergency numbers
are also **waiting** for inquiries.

Inform parents and school administration as soon as possible!

- In road traffic, the rules of the German Road Traffic Act (StVO) must be observed (see page 13). • Front and rear passengers should be visually
Wear contrasting clothing (e.g. sashes, neon-colored clothing, reflectors).

Notes on **equipment** see Chapter 4

First aid instructions see Chapter 6

Information on **using means of transport** see section 3.7 and

chapter 5

Information about **statutory**

accident insurance see Chapter 7

3.3 Mudflat hike



The Wadden Sea is significantly shaped by the tides. When the water flows over the gullies at low tide, one can walk on the seabed and observe the Wadden Sea's marine life. However, the dangers of mudflat hiking should not be overlooked, primarily due to the unfamiliar subsoil, the difficulty of returning in time before the tide comes in, and unexpected weather deterioration (e.g., fog).

Preparation

- Only undertake mudflat hikes **with a local mudflat guide !**

The local authority, spa administration, tourist association or other local authorities can say when, where and with which mudflat guides mudflat hikes will be undertaken.

- Calculate the time for the return journey so that a timely return is guaranteed before the flooding begins. This should be based on the performance capacity of the weakest student and time reserves should be planned.

- Check the tides! The daily high and low tides
Low tide times can be found in the tide calendar (available from the tourist offices). Note: The tides vary for the various coastal areas.
very different!
- Never attempt a mudflat hike during high tide, and under no circumstances at dusk or in the dark! (Best time to start: about 2 hours before low tide)
- Three days after the full moon and after the new moon, particularly in onshore (towards the coast

Very high flood levels can occur due to strong (blowing) winds. The water usually rises particularly quickly ("spring tide").

- Only go mudflat hiking in groups.
- Only undertake mudflat hikes in summer, during the day and in calm weather and good visibility conditions (weather forecast).
- Recommended: visually striking, high-contrast clothing, sun protection if necessary, headgear, appropriate footwear

Implementation

The following information is for general information purposes only and cannot replace the expert guidance of a mudflat guide.

- Check that everyone is present frequently, including at the end of the mudflat hike.
- Check out and report back to the hostel or your landlord. • Under no circumstances should you go to the mudflats during storms or fog.
- If fog suddenly appears on the mudflats, use a compass to find your way to the shore. Keep the group close together. Maintain constant voice contact ("acoustic leash"). Caution: Footprints will be washed away by water.

- Note the wind direction and the movement of the clouds observe.
- When there is a risk of thunderstorms, entering the Wadden Sea is life-threatening. Water and elevated surfaces (people) attract lightning.
- Depressions, tidal creeks, holes, mussel beds, steep edges, and mudflats can be life-threatening if you're not aware of their pitfalls (danger of sinking into mudflats). Tidal creeks have strong currents. They can cut off your way back. Even shallow hollows often become tidal creeks with strong currents. Always cross tidal creeks diagonally, with the current.
- When hiking across the mudflats from boats, anchor them securely.
- Carrying a mobile phone as an emergency call is recommended.
- Behavior in the Wadden Sea National Park: the overall The national park area is divided into protected zones. Zone 1 contains particularly valuable and sensitive areas. These are not permitted to be entered.

See also: www.wattenmeer-nationalpark.de

Notes on **equipment** see Chapter 4
First aid instructions see Chapter 6
 Information about **statutory**
accident insurance see Chapter 7

3.4 Hiking in the mountains

The dangers of hiking in the mountains arise from the special alpine environment, weather conditions, and deficiencies in fitness and equipment.

Preparation

- Observe official regulations of the school authorities (country-specific) regarding hiking in the mountains.
- The teacher or accompanying person must have experience in mountain hiking; if necessary, a mountain guide must be involved.
- In addition to the head teacher, Inform the parents about the plan (hiking destination, necessary equipment, provisions, accompanying persons, costs involved, time of departure and return).
- For longer hikes, it's advisable to arrange a group phone number with parents (either a central phone number at the parents' or school's office). In case of delays or emergencies, only one call is necessary. Any queries can then be answered from the group phone number.
- If necessary, an accompanying person (e.g. parents, intern or Choose a supervisor (e.g., intern) that the students respect and involve them in the preparation. It is important to coordinate on supervision issues. Have the accompanying person approved by the school principal.
- Provide lessons for pupils who cannot take part in the hike in the mountains for special reasons.
- Consider the physical ability, social behavior, and possible health problems (especially circulatory and respiratory problems) of individual students. If necessary, obtain medical advice or a medical certificate.
- Use suitable sun protection for head, skin and eyes regard.
- The performance of the accompanying person and also your own Assess performance correctly.
- Prepare the students well physically (e.g. correct walking in the terrain, breathing technique).
- When choosing the route
 - use up-to-date, detailed maps
 - only select routes indicated on the map or in the hiking guide
 - the condition (wetness, gradient, sun - irradiation) into account
- Avoid firm fields (old snow) when choosing your route.
- Avoid hiking through forest areas after storms (risk of broken branches, possible clearing work).
- Evaluate your own or others' experiences about the planned tour; if necessary, walk the tour yourself and check the condition of the path safety features.
- Information from the tourist information office or Call mountain rescue.
- Plan hiking times, times for the outward and return journey, times for breaks and allow time in reserve.
- During the planning process with the students Students calculate walking time using the hiking map. Horizontal distances and elevation differences in sections must be taken into account. As a rough rule of thumb, the following empirical values apply to ascents with groups:
 - a) 1 hour for 4 km horizontal distance (1 km ~ 15 min);
 - b) 1 hour for 400 m of elevation gain uphill (100 m ~ 15 min); (downhill the value is 1 hour for 500 m (100 m ~ 12 min).

$$\text{Greater time} + \frac{\text{little time}}{2} = \text{Total walking time}$$

Calculate the two times a and b separately, the The smaller of the two values is halved and added to the larger value to obtain the total walking time for a section of the route.

Example:
8 km horizontally and 200 meters in altitude

$$8 \times 15 \text{ minutes} + \frac{2 \times 15}{2} = 135 \text{ minutes}$$

In predominantly flat terrain, the difference in altitude can be neglected; in very steep terrain, the horizontal distance does not need to be taken into account.

- The school class should leave the school before nightfall.
Have finished hiking in the mountains.
- Agree on acoustic or optical signals (e.g. in the event of danger) for gathering and practice reactions to them.
- With the pupils the alpine emergency
Practice signaling: Give a visible or audible signal six times at regular intervals within one minute, followed by a one-minute break. Continue giving the signal until help arrives. Additionally, lay out permanent signals, such as backpacks, large markers (stones, snow), or other visual means of identification. Anyone who hears an alpine distress signal gives the response signal (three signals within one minute, followed by a one-minute break) and is obligated to call for help.
- Always check the weather forecast!
- Equipment is especially important for mountain hikes (see also Chapter 4, "Equipment"). Appropriate footwear is very important: sturdy, high-cut, ankle-hugging, well-worn shoes with a treaded sole. Sneakers are not acceptable! Long trousers!
- Also recommended: flashlight (always take it with you in the mountains!), altimeter (also indicates impending weather changes), cords, possibly bivouac sack and rockfall helmets.



Information on special event formats

Implementation

- Check for completeness more often.
- Check out and report back to the hut, youth hostel, or landlord; leave details of your planned tour there.
- Check your equipment before setting off (see also Chapter 4 "Equipment").
- After a walking time of 10 to 20 minutes, a short "technical break" has proven very useful: This break, announced at the beginning, can be used to "make the walk easier" if necessary, for example, to put on or take off a sweater, tighten shoelaces, or remove pressure points in shoes or on the backpack. The teacher can then check for any possible

Inquire about complaints and have another opportunity to bring weaker walkers to the front and to give the "fast walkers" a useful task (e.g. transport assistance).

- The teacher leads the way throughout the entire hike and determines the route, breaks, and, above all, the walking pace. The children with the least stamina and physical ability determine the walking pace. They therefore walk directly alongside the leading teacher.
- The accompanying person must not go to the teacher force, but either in the middle of the hiking group or at the end.
- Two to three physically fit, persistent and reliable students, possibly wearing eye-catching clothing, bring up the rear.

They have a clear mandate that no one follows them, and they stay at the end when students or...

Students should step out, adjust their clothing, shoes or backpack and report any unusual behavior to the teacher immediately.

- Take breaks in good time; after the rest everyone checks the rest area and leaves it clean.
- Frequently determine your own position on the map.
- Prohibit rolling or throwing stones and other objects.
- Avoid taking shortcuts and overtaking each other.
- When it is wet and the sole profile is dirty, pay particular attention to inclined slabs, stones, roots, tree trunks, wooden bridges and steps.
- In difficult places, give others assistance, provide security, and if necessary build rope railings from tied-together ropes.
- Check existing rope handrails and anchors for climbing safety devices; do not put too much strain on the same anchorage by too many students at the same time.
- In case of deterioration of the weather (sudden change in weather, thunderstorms) or exhaustion, reverse or abort in time (frequent stumbling = sign of exhaustion).
- If an accident occurs en route that requires emergency medical care or rescue, the first step is to remain calm, gather all children (using the agreed signal), and provide first aid. The accompanying adult will alert the necessary emergency services. If there are no accompanying adults, it may be advisable to appoint two reliable students to raise the alarm.

On the enclosed paper, next to the
Accident report

Where did something happen?

What happened?

Who is calling?

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The emergency numbers
are also **waiting** for inquiries.

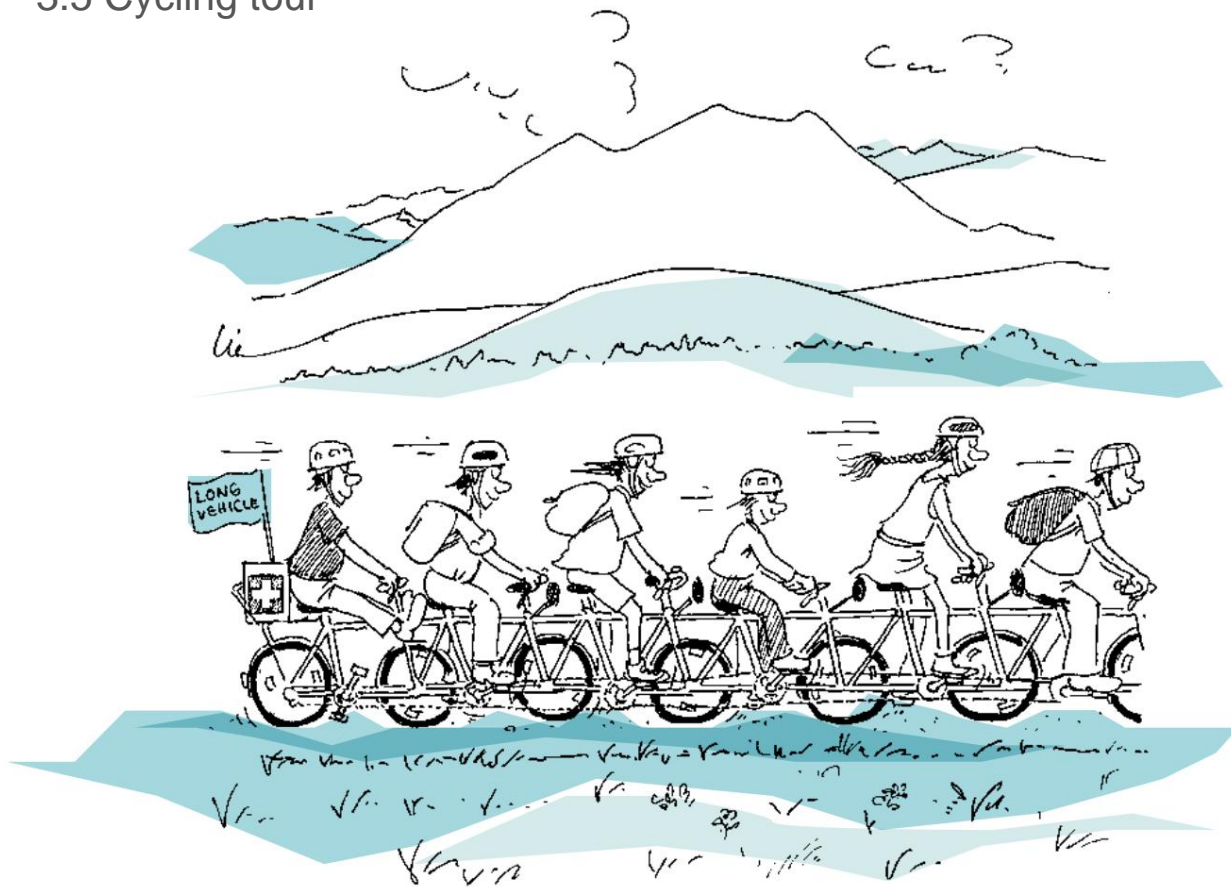
Inform parents and school administration as soon as possible!

Behavior in the event of special dangers

- Rockfall:
 - Rest only in safe places.
 - Closely connected in vulnerable sections of the path go, wait at turning points on switchbacks and let everyone catch up.
 - If possible, catch loose stones immediately.
 - In case of rockfall, shout: "Stone!" or "Attention Stone!", seek cover, backpack over head.
- Approaching thunderstorm:
 - Go to the nearest safe place, if necessary. turn back, leave peaks, ridges, plateaus.
 - Streams, water channels, wire ropes, single Avoid standing trees.
 - Do not lie down on the floor, but sit in a crouching position with legs closed, on an insulating surface (backpack, rescue blanket).
 - Do not stay in small caves, on overhangs or directly on rock faces.
 - Do not hold each other's hands.
 - In emergencies that require outside help, get help from at least two reliable people (provide written information), if necessary, send out an alpine emergency signal.

Notes on **equipment** see Chapter 4
First aid instructions see Chapter 6
Information about the
statutory accident insurance see Chapter 7

3.5 Cycling tour



Cycling is very popular, but particular risks arise from using public roads.

Preparation

- Observe official regulations of the school authorities (country-specific) regarding cycle tours.
- Inform both the head teacher and the parents about the project (destination, necessary equipment, provisions, accompanying persons, costs involved, time of departure and return).
- For longer hikes, it's advisable to arrange a group phone number with parents (either a central phone number at the parents' or school's office). In case of delays or emergencies, only one call is necessary. Any queries can then be answered from the group phone number.
- Basic rules of conduct and compliance with
Discuss road traffic regulations.
- Only those with appropriate cycling skills may participate in the bike tour. If possible, the cycling test should be passed beforehand. The teacher should be clear about the students' abilities.
- Carry out a bicycle check a few days before the tour (if necessary, ask for support from the police, cycling club, etc.):
 - Does the bicycle meet the requirements of the StVZO (Road Traffic Licensing Regulations) (Lights front and rear, two brakes, bell, reflectors front and rear, on the pedals and spokes)?
 - What is the general condition of the bike (stability, tires, etc.)?
 - Are the handlebar and saddle height appropriate for your body size adjusted?
 - Where and how is the luggage transported?
- In some federal states, wearing helmets is mandatory during school bike rides. For safety reasons, wearing helmets is strongly recommended. This applies especially to teachers and accompanying persons because of their exemplary effect.

persons.

Road Traffic Regulations (StVO) *(excerpt)*

§ 1 Basic rules

(1) Participation in road traffic requires constant caution and mutual consideration.

(2) Anyone taking part in traffic must behave in such a way that no other person is harmed, endangered or hindered or inconvenienced more than is unavoidable under the circumstances.

§ 2 Use of roads by vehicles

(4) Bicycles must be ridden one behind the other; riding side by side is permitted only if doing so does not impede traffic. An obligation to use cycle paths in the direction of travel applies only if indicated by signs 237, 240, or 241.

(5) Children up to the age of eight must, and children up to the age of ten may, use sidewalks with bicycles. If a cycle path is structurally separated from the roadway, children up to the age of eight may also use this cycle path, notwithstanding sentence 1. If a child up to the age of eight

If a child under the age of 18 is accompanied by a suitable supervisor, this supervisor may also use the sidewalk by bicycle for the duration of the accompaniment; a supervisor is particularly suitable if they are at least 16 years old. Special consideration must be given to pedestrians. Pedestrian traffic must not be endangered or obstructed. Where necessary, the speed must be adapted to pedestrian traffic. Before crossing a roadway, the children and the accompanying supervisor must dismount.

§ 3 Speed

(1) Anyone driving a vehicle may only drive at a speed that allows for constant control of the vehicle. The speed must be adapted, in particular, to the road, traffic, visibility, and weather conditions, as well as to the driver's personal abilities and the characteristics of the vehicle and its load. The driver may only drive at a speed that allows stopping within the visible distance.

(2a) Anyone driving a vehicle must behave towards children, people in need of assistance and elderly people in such a way as to exclude any danger to these road users, in particular by reducing speed and being prepared to brake.

§ 4 Distance

(1) The distance to a vehicle in front must generally be sufficient to allow the driver to stay behind it even if the vehicle brakes suddenly. A vehicle in front may not brake sharply without compelling reason.

§ 6 Passing

Anyone wishing to pass on the left at a narrowing of the road, an obstacle in the roadway, or a stopped vehicle must yield to oncoming vehicles. Sentence 1 does not apply if priority is otherwise regulated by traffic signs (signs 208, 308). If it is necessary to pull out, attention must be paid to following traffic and the pull out and re-entering the lane must be announced – as when overtaking.

§ 27 Associations

(1) The traffic rules and regulations applicable to all road traffic shall apply *mutatis mutandis* to closed groups. More than 15 cyclists may form a closed group.

They may then ride two abreast on the roadway. Groups of children and young people on foot must use the sidewalks wherever possible.

(3) A convoy is considered to be closed if it is clearly recognizable as such by other road users. In the case of motor vehicle convoys, each individual vehicle must be marked as belonging to the convoy.

(5) Any person who manages an association shall ensure that the provisions applicable to closed associations are complied with.

Information on special event formats

- Provide lessons for pupils who cannot take part in the cycle tour for special reasons.
- Physical performance, social behavior and take into account any health problems of individual students.
- Choose a chaperone (e.g., a parent or intern) who is respected by the students and involve them in the preparation. It is important to coordinate on supervision issues. Have the chaperone approved by the school principal.
- Evaluate experiences from previous cycling tours (including those of colleagues from previous years).
- Take a repair kit and tools (at least a set of wrenches and a screwdriver) with you
- Obtain high-visibility vests, safety flags or other eye-catching, high-contrast clothing and items.
- Choose a route that, if possible, limits itself to low-traffic roads (e.g., forest roads, land consolidation roads) or cycle paths. Observe usage rights (e.g., private roads), use cycling maps.
- The route should be marked by the teacher before the cycle tour. and checked for dangerous areas (e.g. winding and unpaved roads or particularly steep or long downhill stretches, etc.).
- Agree with the accompanying person what to do in case of What to do in the event of special incidents (e.g., a broken bicycle or disciplinary problems). Consider possible unscheduled return transport by train or by the parents.
- Discuss with the pupils in good time the Discuss proper luggage transport (e.g., no plastic bags on the handlebars or loose clothing on the luggage rack). Panniers are preferable to backpacks.
- **Bicycle transport by train:**
If part of the bike tour is to be completed by train, the instructor must inquire well in advance about the departure times of trains that offer bicycle transport; if necessary, the group may have to travel in two parts. Reservations are highly recommended. Have panniers removed in good time! (Bicycles are usually only transported without luggage.)

Telephone information: 0180 6 99 66 33 (cycling hotline of Deutsche Bahn AG).

For further information on rail journeys, see section 3.7.

- **Bicycle transport by bus:**

Many bus companies have special trailers for bicycle transport. It's often worthwhile to compare prices with train fares.

Implementation

- Check the bikes again immediately before departure
Participants who do not have the required equipment for a roadworthy bicycle will not be permitted to participate in the cycling tour.
- The clothing of the participants
 - Check the tools and repair kit.
 - Check participants' helmets.
 - Agree on acoustic or optical signals (e.g. in the event of danger or obstacles, to assemble, when crossing the street) and practice appropriate behavior with the pupils.
- Because of the significant increase in security the entire group should be equipped with safety vests.
- Ensure that reliable people are driving at the beginning and end of the route, who stand out through contrasting clothing, high-visibility vests, yellow panniers, pennants, etc.

Notes on **equipment** see Chapter 4
First aid instructions see Chapter 6
 Information about **statutory accident insurance** see Chapter 7

3.6 Night hike



For children and young people, a hike in the dark initially represents nothing more than adventure, experience, and excitement. With careful planning, however, it can mean much more: encountering solitude, experiencing silence, observing the stars, and discovering nature. Whether such an undertaking becomes dangerous depends less on the darkness than on thorough preparation.

Preparation

- Check whether the relevant official regulations of the school authorities (country-specific) contain statements about night hikes and whether special authorization is required.
- The number of accompanying persons must be high (minimum two people).
- The route must be well known to the accompanying persons. It should also have been walked in the dark. It is recommended that markers be placed at difficult sections and junctions where necessary.
- Get good, up-to-date maps.
- No miles of forest crossings!
- Do not plan a long hike, always Plan meeting points.
- Prepare observation tasks.
- It is advisable to also discuss the topic with the pupils. Learn to hike the entire route in daylight beforehand. In any case, the route must be discussed in detail with everyone involved.
- Ensure that participation is voluntary.

Information on special event formats

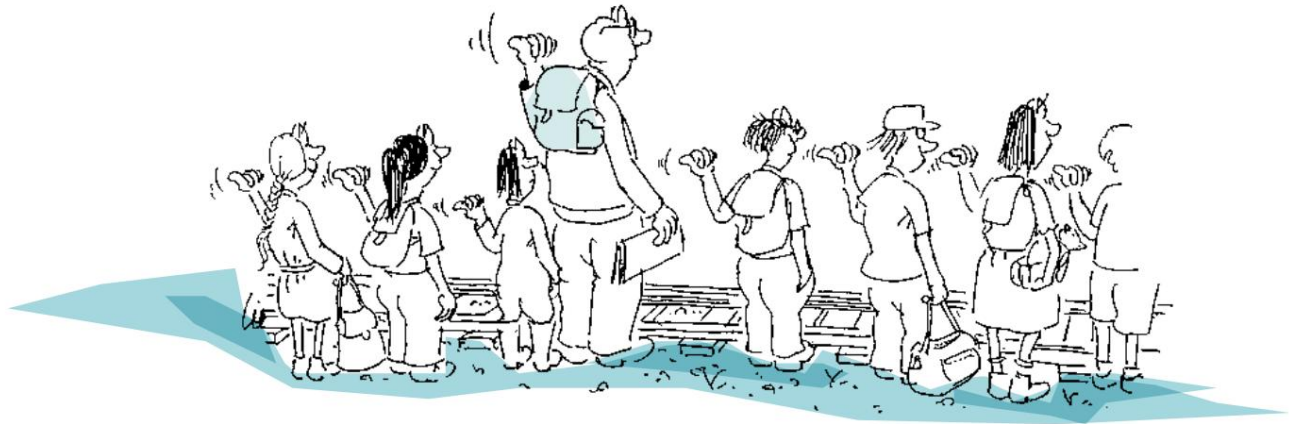
- A sufficient number of
Flashlights, fresh batteries and spare batteries for all accompanying persons and for (some) students.
- Each accompanying person should have a whistle and compass.
- Carrying mobile phones is especially beneficial when hiking at night. Mobile phones without a phone card are also suitable for emergency calls (call 112).
- Suitable sturdy footwear is particularly important in the dark.
- The air usually cools down considerably at night. Remember to wear appropriate clothing and protection against the cold!
- Check the weather forecast. We recommend choosing a cloudless, bright, moonlit night.
- Recommended: warm drinks in thermos containers.
- Assign an accompanying person and particularly reliable students to the last group.
- Inquire whether there are any participants who suffer from poor eyesight in the dark.
If necessary, provide special care or exclude.
- Calculate the route and time so that you can stop and turn back at any time.

Implementation

- De-registration and re-registration at the starting point, in the accommodation.
- Form groups of four, assign a group leader, and note down the groups and names. Supervisors and accompanying persons go separately.
- Do not go on night hikes in rain, strong winds, the risk of thunderstorms or other risk-increasing weather conditions.
- After storms, hiking through forest areas is not possible.
- Agree on optical and acoustic signals for: stop, gathering, turning around, etc.
- Equipment check before departure.
- Check some time after dark to see if any students are experiencing strong feelings of fear. If necessary, return to the classroom.
- Multiple attendance checks by individual
Calling the names.
- Stop making noise and shouting.
- Avoid constant and unnecessary use of flashlights. Allow your eyes to adjust to the darkness.
- Do not deviate from the path unnecessarily. Do not take any unknown
Choose abbreviation.
- If possible, it is recommended to do this after about half
a control call to a previously informed location (e.g. the hostel).

First aid instructions see Chapter 6
Information about **statutory**
accident insurance see Chapter 7

3.7 Class and study trips



The principles of Section 3.2 "Hiking" apply accordingly. Safety advice regarding overnight accommodations can be found in Section 3.7 "Class and Study Trips." When choosing a mode of transport, safety aspects must be considered alongside financial, time, and environmental considerations (see Chapter 5).

Bus

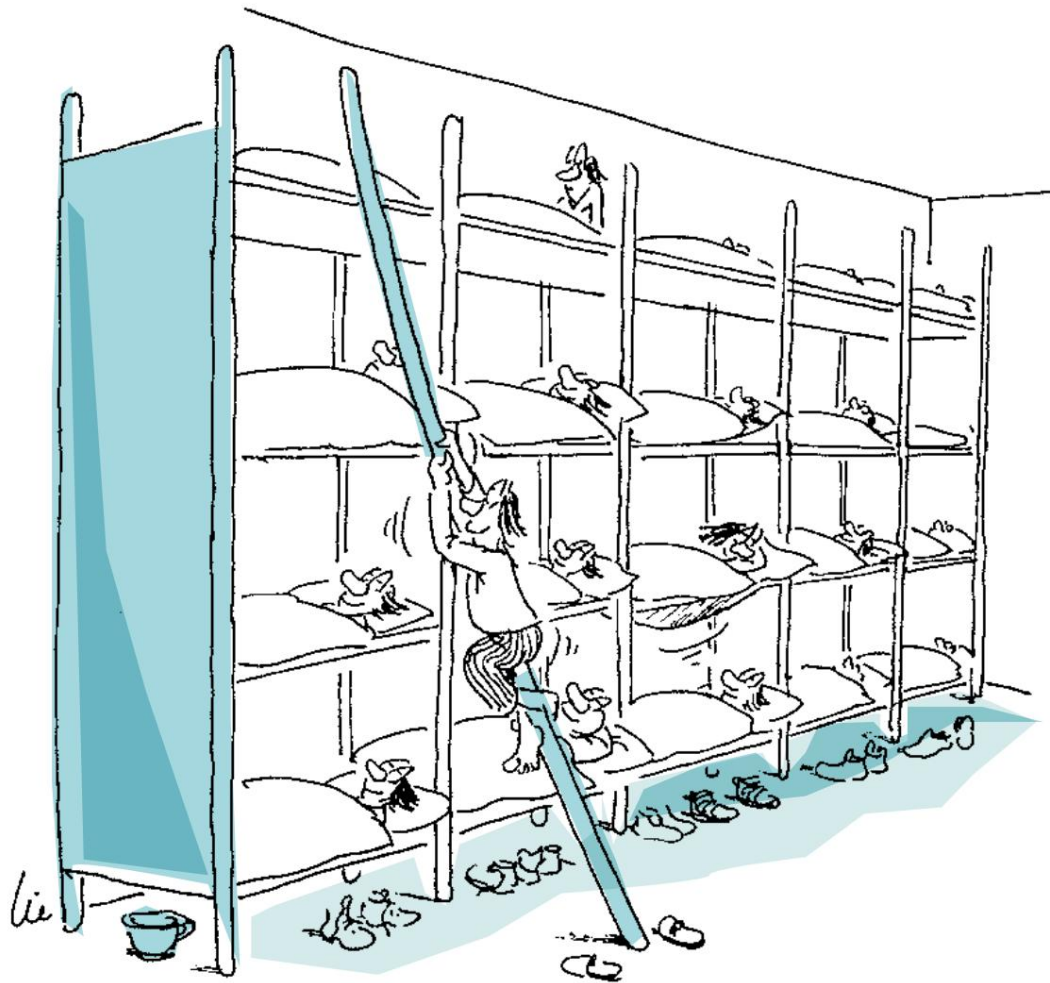
- Carry written documents with you (timetable, fares, telephone number of the bus company, contract with the bus company if applicable).
- Agreement on a meeting point where the students have a sufficiently large and safe waiting area.
- Maintain a distance of at least one meter from the edge of the road.
- If necessary, discuss seating arrangements beforehand (e.g. people, Students who do not tolerate bus rides well should be seated at the front; students who are expected to have discipline problems should be seated near the teacher or accompanying person.
- Wait in line and board the bus in two groups (front/back) without pushing.
- Safely stow your luggage in the storage compartment (note: no glass bottles, leak-proof drink containers).
- No walking around in the moving bus.
- Collect waste in garbage bags that you bring with you and avoid putting it in ashtrays if possible.
- Avoid nausea by chewing (travel) gum and eating and drinking sensibly.
- The teacher or accompanying person is the last to board and the first to disembark. They will assist the students if necessary.
- Fasten your seat belt on the coach.
- Check that everyone is present after boarding and disembarking.

Train

- Carry written documents (timetable, timetable, prices). Reserve seats and have group tickets issued.
- Find out in which area of the platform the reserved car stops.
- Agree on a meeting point at the station (not on the platform).
- Walk to and from the platform together, keeping a manageable group.
- Line up on the platform, if possible in a closed group in the area of the designated carriage; distance from the edge of the platform at least 1 meter.
- Get on and off without pushing. • Go straight to the reserved seats.
- Behavior on the train during the journey: Do not stand at doors Do not throw objects out of the windows, do not lean out of the window.
- The teacher or an accompanying person is the last to board and the first to disembark and helps the pupils if necessary.
- Check that everyone is present after boarding and disembarking.
- In older or foreign carriages, there is a risk that the doors may have to be opened during the journey. If necessary, inform the railway staff.

First aid instructions see Chapter 6
Information about the
statutory accident insurance see Chapter 7

3.8 Stay at the school camp



The stay of school classes at school camps (youth hostels, youth residences, guesthouses, etc.) serves the school's educational mission in a special way. This section deals only with the topic of stay and overnight accommodation. Information on hikes or other activities undertaken as part of a school camp stay can be found in the relevant sections.

Preparation

- Official regulations of the school authorities (state specific) regarding your stay at the school camp.
- Inquire whether students have any health issues.
- When planning your journey, consider the accessibility of the hotel by public transport or bus. Remember to transport your luggage.
- Choose a facility that has experience in accommodating school groups and is equipped for this purpose (e.g. school camp or youth hostel); ensure that it is accessible.
- Parallel assignment by other classes can cause conflicts. Therefore, if you are taking a class at the same time, please contact the teacher.

- It is advantageous to visit the house beforehand.
Especially in the case of private accommodation, an accompanying person should know the house personally or there must be the possibility of obtaining information from people who know the house.
- Particular attention should be paid to:
 - House rules
 - Bedrooms
 - conveniently located rooms for accompanying persons
 - Washrooms and toilets
 - Lounges
 - Sports and leisure activities at the house and in the surrounding area
 - Escape and rescue routes, emergency exits, fire extinguisher
 - Night lighting in the corridors
 - Telephone connection
 - First aid facility
- If necessary, check whether the building is barrier-free.
- Hiking and excursion opportunities should
Don't overwhelm students. Obtain maps and information materials, and seek advice from the home's parents.
- Plan activities and opportunities for employment in the event of a prolonged period of bad weather.
- Take a telephone list of all parents and guardians (available during the day and at night).
- Take a flashlight and spare batteries (or rechargeable batteries and charger) with you.

Implementation

- Ensure that supervision is appropriate to the age and maturity of the students.
- Ensure that an accompanying person or the
The dorm management is always available to the students.
- Provide each student with the full address and telephone number of the home.
- The telephone number of the (dental) doctor's office and the Hospital and emergency numbers on the telephone hang out.
- Emergency telephone calls must be possible at all times. •
Students must be informed about escape routes, emergency exits, fire extinguishers, night lighting, and what to do in an emergency.
- Report any dangerous areas (e.g. broken windows, tripping hazards, broken lighting, slippery floors) in the building and in the outdoor areas to the home management and take action if necessary (e.g. warning notices).

Notes on **equipment** see Chapter 4
First aid instructions see Chapter 6
 Information on **using means of transport** see section 3.7 and chapter 5
 Information about **statutory accident insurance** see Chapter 7

3.9 Campsite



Camping experience isn't enough to organize a group camp. Therefore, you should seek the advice of professionals (e.g., youth work group leaders) and first participate as a chaperone in a camp run by a "professional." Information about hikes and trips undertaken in conjunction with camps can be found in the relevant sections.

Preparation

- The responsible district youth council and the town halls have lists of suitable youth camping sites.
- For "wild" camping sites, a permit from the Permission must be obtained from the relevant municipalities, which is usually granted. Such locations should be inspected for suitability. Depressions (rainwater), hilltops, isolated trees, and large bodies of water (lightning strikes) should be avoided.
- House and camping tents, one and two-person tents are not suitable for groups. Round tents are best, which can be borrowed from the district youth association or some parishes. It is recommended to practice setting up the tents with the class before the trip. Properly packing and dismantling the tents should also be practiced beforehand, as time constraints often arise on the last day.
- For tent equipment (tent, possibly groundsheet, pegs for Hammer) also include tools, textile tape, spare cords and spades.
- Even in tents with a floor, an insulating mat is Thermal insulation necessary if tent beds are not used.
- Check sleeping bags for sufficient thermal insulation (manufacturer's information on the label).
- Provide permanent emergency accommodation (e.g. in case of severe weather).
- Next alarm option for accidents, Investigate illnesses and other incidents (e.g. inhabited house, public telephone booth).
- Cookers may only be used as heat sources for food preparation if they comply with the applicable regulations (GS-tested).
- Liquid fuel stoves should not be used if possible. be used.

Implementation

- In case of storms, all rope tensioning must be repeated to tighten and have spare cords ready.
- Wind and rain are perceived as much louder in the tent than outside. Feelings of anxiety can be prevented by gathering all the children in one tent and passing the time with games and songs.
- If you notice that a severe storm is approaching, seek emergency shelter in good time.
- Cookers and cookware for food
Preparation must be stable and stable. Proper handling must be observed.
- When making a campfire, please note:
 - Only in specially designated and designated areas.
 - Approval of the landowner or the competent authority (e.g. forestry administration).
 - Keep your distance from trees.
 - Cut out the turf cleanly.
 - Pay attention to wind strength and direction (sparks flying!).
 - Never light the fire with liquid fuels; except for those that comply with standards and are GS-tested.
 - Use little paper.
 - Beware of flash flames from branches of Conifers (sparks flying!).
 - Assign fire station.
 - When extinguishing with water, steam is produced (risk of scalding).
 - Erase slowly and thoroughly.
 - Do not tolerate any tests of courage or playing with fire.
 - In dry periods, lighting a
Campfires are not allowed.

Notes on **equipment** see Chapter 4
First aid instructions see Chapter 6
 Information on **using means of transport** see section 3.7 and chapter 5
 Information about **statutory accident insurance** see Chapter 7

3.10 School project “Challenge”

Challenge projects are special undertakings by pupils that are protected by statutory accident insurance during “school events”.

In the case of challenge projects, school principals are faced with special tasks in advance due to their overall responsibility for the school and their role as guarantors of the safety and health of the students. The school administration must examine whether and within what content framework the respective challenge can be approved as a school event. Accordingly, the general guidelines for organizing supervision, including for adult students, as well as the state-specific school regulations of the individual federal states must be taken into account.

In challenge projects, students, accompanied and guided by teachers, attempt to achieve a goal together and as independently as possible. The individual projects can vary greatly in content, but they all have in common that students must work over a period of several days to master their challenge and their individual objectives. Successful completion, in particular, leads to the desired experience of self-efficacy upon goal achievement. However, abandoning the challenge can also have a similar effect. This balancing act requires thorough preparation, which usually begins at least six months before the actual implementation and includes regular meetings between the responsible teacher, the group of students, and their parents. In challenge projects, the students assume responsibility for themselves, for the group, and for the overall success of the joint undertaking, which is why they must be involved in the preparation early on. Overall responsibility, however, always remains with the school principal or the responsible teacher.

Basics of supervisory duty and

Supervisory management

Ultimately, the same principles and regulations apply to challenge projects lasting several days and taking place outside of school as to class or project trips. This means that supervision is carried out actively, preventively, and continuously by the trip leader, taking into account the age and responsibility-taking ability of the students. However, within the framework of challenge projects, in addition to the teacher leading the trip, other staff (student assistants, experts, etc.) are usually involved in order to ensure sufficient personnel can be deployed to secure the undertaking, especially in difficult or confusing situations. Parts of the supervisory responsibility can be delegated to these previously named additional staff members, although overall responsibility for the trip cannot be delegated, and the school administration must ensure the suitability of the supervisors. During the trip, clear agreements regarding the competencies and responsibilities of all supervisors deployed are required.

Preparation

- Country-specific requirements must be determined and to be observed.
- Obtain approval of the challenge from the school administration. • Conduct a risk assessment and derive appropriate measures.
- List of pupils and accompanying teachers and their availability around the clock.
- Check whether temporary or continuous expert accompaniment such as mountain guides, waterway guides, etc. is necessary.
- When planning financially, buffer for unforeseen Factor in expenses (damage to equipment, spontaneous overnight stays in alternative accommodation, taxi transport for students with health problems, etc.).
- Early information of parents or guardians about the location of the challenge, other planned activities, appropriate clothing, necessary equipment, possible costs, etc.
- Obtain written parental consent, including a statement regarding medical or other special circumstances.
- In the case of acute and chronic illnesses, injuries, disabilities, etc., depending on the type of project, obtain approval from the treating physician for the challenge.
- If medication is necessary for chronic illnesses, observe country-specific regulations. • Organize first aid (bring first aiders, first aid supplies, a charged cell phone, and current emergency numbers).

For all challenge projects, the state-specific regulations regarding the qualifications of teachers who offer challenges as part of school events must be taken into account. The following are some examples of suggestions for the necessary thorough considerations prior to the undertaking. It is the responsibility of the responsible teacher to apply these to the specific situation.

For challenging projects with constant changes of location (e.g. cycling to Paris, hiking across the Alps):

- Ensure careful stage planning (e.g. take into account the route profile, prevailing wind conditions and weather changes in the summer months).
- Daily check of the weather conditions (precipitation radar, also check forest fire level).
- Check alternative transport (can be a stage to Can the emergency be managed using local public transport? Can luggage be transported to relieve the burden for a stage? Can disabled students, e.g., exhausted ones, be transported?)
- Plan sufficient rest days (experience: after 2-3 days of physical exertion, a day of regeneration follows). • Regeneration days in places with sufficient infrastructure Plan structure (campsite, community center, etc.).
- If the route is already known in advance, drive and check beforehand if possible (safety of the route and infrastructure in terms of overnight accommodation, supermarkets, local public transport (ÖPNV), hospitals, etc.).
- Each route should be planned at least roughly in advance in order to be able to carry out a feasibility analysis (Are the stages realistic for all participating students? Are there enough rest days? Is the goal achievable within the challenge period?).
- Unknown or spontaneously chosen routes should always be tackled together under close guidance from the accompanying teachers.

Information on special event formats

For challenge projects with overnight stays in the tent:

- In addition to campsites, ask sports clubs and churches in the local community about overnight accommodation, e.g. in a gymnasium.
- Lightweight luggage that can be transported even over long distances.
- Use quick-drying materials.
- Clear guidelines on how to behave in crisis and emergency situations (storms).

A preparatory trip of at least 24 hours is strongly recommended in order to test the available equipment and the group composition under stress, and it is essential that all intended companions are included.

Implementation

- The material should be ready no later than the evening before the start and should have been checked by the responsible teacher for functionality and completeness (especially weather-appropriate clothing).
- Clear agreements on supervision, responsibility opportunities in the supervisory team, especially training of student assistants, acting out situations.
- Clearly communicated daily structure (wake-up, departure times, destination with address, telephone number if applicable).

For challenging projects with constant

Change of location:

- Allow 2.5 hours for packing in the morning.
- Stage arrival should be planned around 5 p.m., in order to have time to set up tents, eat, regenerate, and reflect on the day.
- (Sufficient) regeneration can protect against accidents.
- Age-appropriate supervision throughout the day (one teacher at the head of the group, another teacher at the end, agree on meeting/waiting points when the group splits up).

- Certain passages must be narrow, for example a city crossing by bike, steep ascents/Descents in the mountains, harbor/lock areas on the water.

- Allow sufficient time, for example, to care for students injured in accidents, repair damaged equipment, and accommodate weather-related interruptions. • Food and drink throughout the day must always be appropriate to the temperature and activity.

- Reflection on the physical strain with the students students in order to be able to react in a timely manner to any possible overload – the psychological and physical condition of the group must be taken into account at all times.

- Three-person group rule: these three students are always responsible for each other, manage the journey together, shop together, cook together and also go for a stroll through town together (the students always sign out and sign in again when they return).

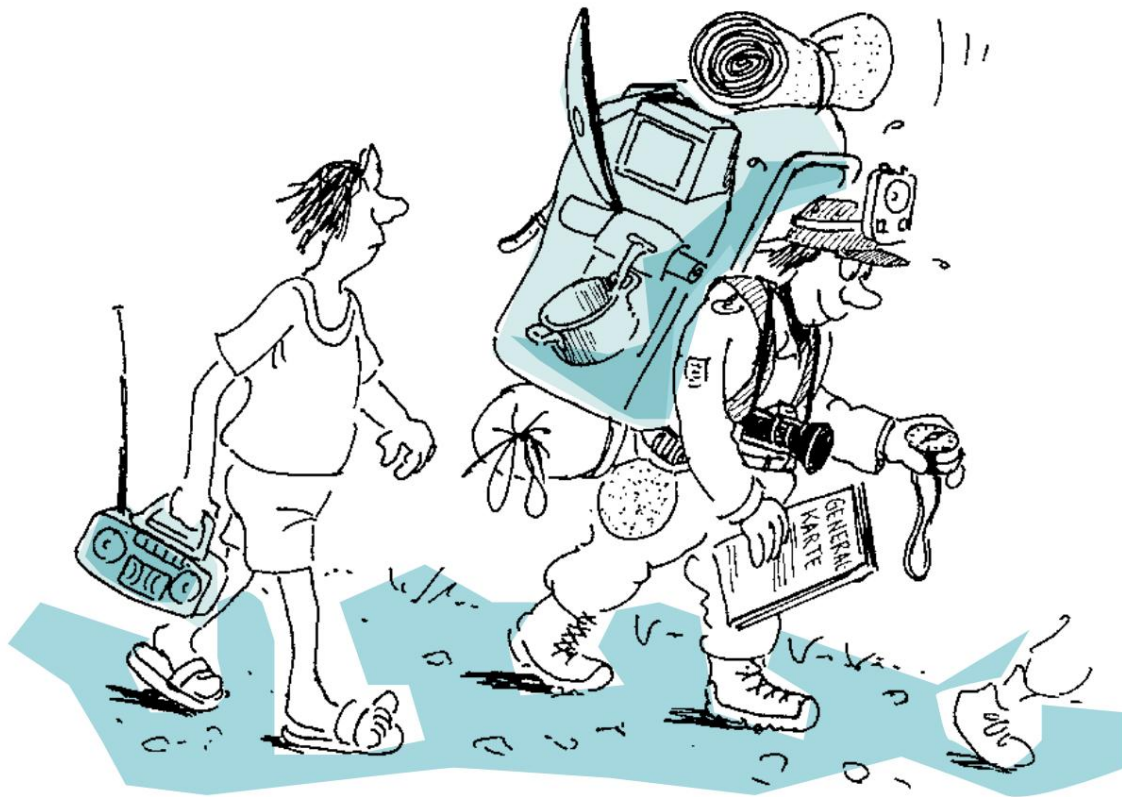
- Don't be too attached to your own planning: major weather changes can certainly be used as a rest day and for equipment maintenance.
 - Supervisors should plan stages

If necessary, modify it to take into account each heterogeneous challenge group.

- The priority of the supervisory persons is: the The child's health comes first; this means that daily (remaining) stages can also be started and/or finished using local public transport, and materials can be sent in advance and/or picked up later.

Information on **cycling tours** see chapter 3.5
 Information about **the hike** see chapter 3.2
 Notes on **equipment** see Chapter 4
 Information about **the camp** see chapter 3.9
 Information about the **statutory accident insurance** see Chapter 7

4 Equipment



The equipment recommendations provided here are intended for a "challenging" all-day hike. Of course, it is not possible to provide suitable equipment recommendations for all types of hikes, excursions, or trips, for all weather conditions, terrain difficulties, and age groups. Therefore, the individual advice must be adapted to individual circumstances. Additional information about equipment for specific hikes (e.g., mountain hikes) is included in the relevant sections.

Equipment for students, Accompanying persons and teachers

Appropriate advice during preparation, checking equipment before the hike, and considering possible consequences (possibly changing the hiking destination) can prevent accidents caused by inadequate equipment. Charitable organizations may be able to assist in providing shoes and clothing to children in need.

- Shoes: water-resistant, dimensionally stable, well-worn, with a treaded sole; no sandals, clogs, or pumps. High, ankle-hugging shoes with a grippy tread are recommended and very advantageous on difficult terrain (essential for mountain hikes!).
- Headgear: to protect against wind, cold or sun.
- Shirt or sweater: cotton, wool or synthetic fibers that wick moisture away; turtleneck sweaters that can be opened at the collar; two thinner sweaters are better than one thicker one; sufficient back length.
- Weatherproof jacket with hood as head and Neck protection.

equipment

- Rain protection: umbrella or waterproof cape.
- Sun protection: sunscreen (in the mountains essential), sunglasses if necessary, lip balm.
- Stockings, socks: Suitable, previously washed stockings and socks that do not cause pressure points.
- Provisions: Sandwiches, hard fruit, muesli bars, low-waste.
- Drinks: in resealable plastic or aluminum bottles, no glass bottles, no aluminum cans (to avoid waste).

Important note: Beware of wasps and bees, close bottles immediately after use!

- Tissues, toilet paper
- Backpack: Lightweight, with padded straps.
Pack carefully: soft items on your back, frequently used items on top or in side pockets, spare underwear and socks in plastic bags (to protect them from moisture), and if you're carrying a lot of gear, heavy items on top and close to your back. Pouches, bags, etc. are unsuitable and will be cumbersome (always keep both hands free when hiking). Consider sharing a backpack for two or more people. First aid supplies for minor injuries are essential.
- Pocket money (recommended: neck pouch)
- Not to be taken (students):
Glass bottles, alcoholic beverages, tobacco products, lighters, matches
- Do not allow the use of mobile phones with headphones while walking or cycling.

Additional equipment for teachers or

Accompanying persons

- Orientation aids: clock, map in sufficient
Scale, tour description, possibly a compass (especially recommended for mountain, night, and mudflat hikes!), possibly an altimeter (also indicates impending weather changes), digital maps, navigation devices
- Bandages (see Chapter 6) and whistle, also for accompanying person • Sewing kit, safety pins, pocket knife
- Strong cord for repair purposes (backpack, shoes).
- Pencil and paper (e.g. for notification of Accident)
- Mobile phone and emergency numbers (emergency call, parents, school, hostel, etc.)
- Lighter or matches and possibly a radio

5 The safe coach

The increasing number of accidents in coach transport, along with the resulting discussions and calls for legislative changes, prompted this chapter. It provides guidance to those who contract coaches regarding the safety-related criteria that should be applied when awarding a contract. These tips are aimed at teachers who enter into contracts with rental bus companies and thus assume a special responsibility towards vulnerable and underage children.

When renting a vehicle, it should be taken into account that, in contrast to general school transport, parents are the ones who have the right to make decisions, as teachers usually conclude the contracts on behalf of the parents.

Teachers are encouraged to strive for optimum safety for the group and, in cases of doubt, to reach a joint decision with the participants or their parents. School trips have educational and pedagogical goals; therefore, all students are required to participate – individual students cannot be excluded due to different

Opinions regarding safety requirements are excluded. The application of these instructions is recommended not only for longer journeys, but also for shorter trips; in other words, the use of coaches is preferable to buses used in public transport due to their equipment and safety features.

The following primarily focuses on domestic journeys. For journeys abroad, individual regulations of the country being visited may also need to be observed (e.g., through tour advice from automobile clubs).



5.1 Request for quotation and award of contract

Schools are responsible for the transportation of pupils in connection with school events.

In principle, the requirements for student transportation apply in full. State-specific regulations and guidelines must be observed. These regulate, among other things:

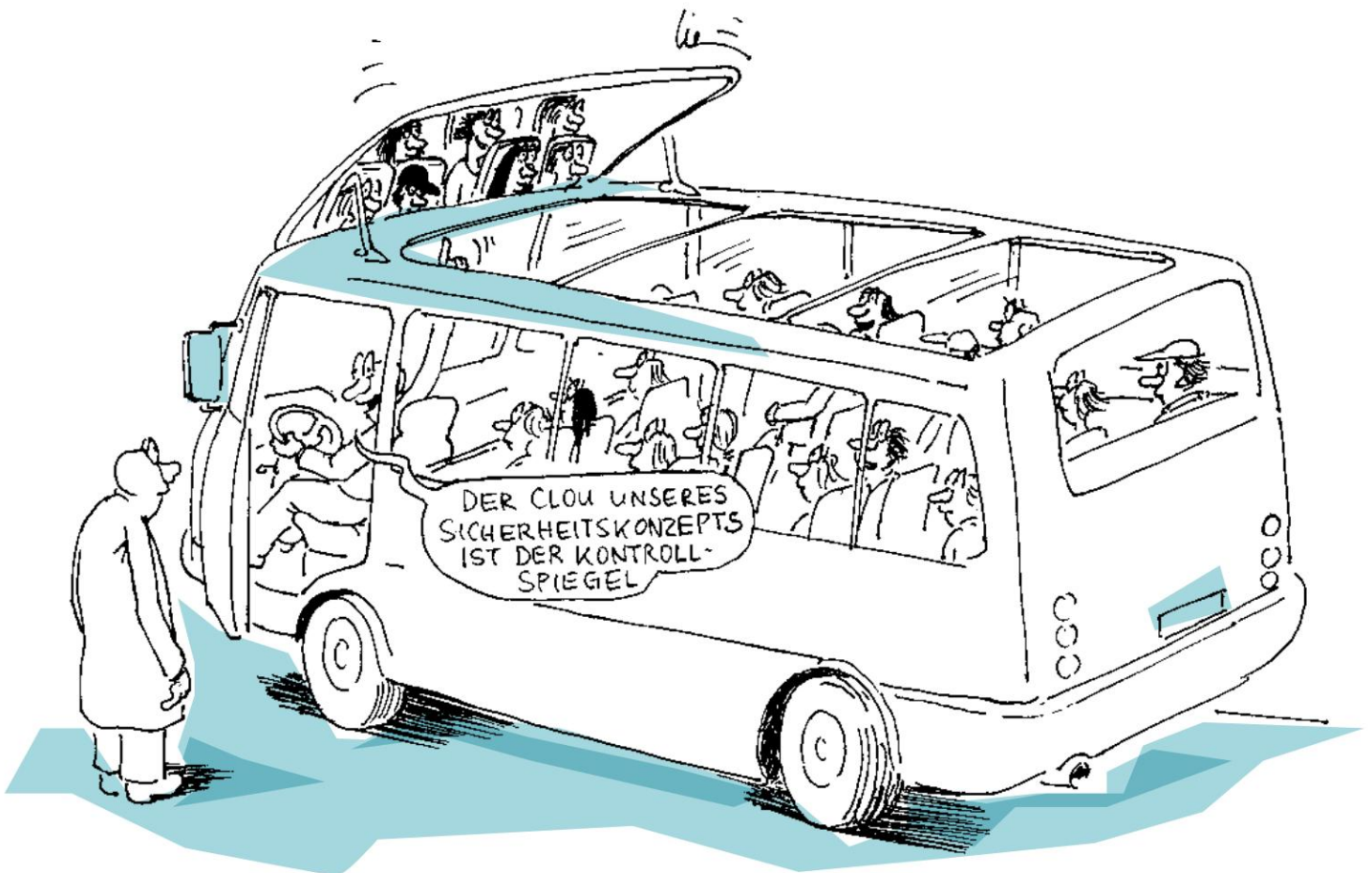
- Planning and implementation of school trips
- Management and supervision
- Parental involvement
- required approval procedure by the

School management

Bus companies must comply with the legal requirements and regulations that already apply to them (StVO, BOKraft, etc.).

The bus company or driver is also responsible for safety on and around the bus during the transport itself. The teacher's responsibility is limited to

fundamentally refers to the existing supervisory duty.



5.2 Before and during the journey

The checklist lists points that should be observed before and during the trip. The police's willingness to inspect buses before departure, which is usually present, should be used at least with a few random checks over the course of a year.

Something gets around in the companies, it is usually You can automatically expect an improvement. Contact the head of your local police station to arrange an appointment.

Checklist “Before and during the journey”

- The client or the accompanying staff should to the best of our knowledge, easily visible
Features to be checked: TÜV, ASU, safety inspection stickers.
- The following should be noted regarding the condition of the tires: profile, severe damage
- Risk of injury in the interior, emergency hammers, fire extinguishers and other abnormalities
- Additional security can be provided by the usually the police's willingness to inspect the bus.
- Control of the contract agreement by the client.
- Safe and sufficiently large waiting areas at the departure point or at boarding stops. Children in particular must be supervised in the traffic area.
and crossing assistance by the supervisory staff. This must also be observed during the journey and at the destination.
- Checking the cleanliness of the buses; a clean Condition should be self-evident.
- Safety instructions to passengers by the bus driver.
- Requesting passengers to wear existing seat belts (seat belt use is mandatory).
- Safe storage of luggage, no bulky Luggage in the interior.
- Follow the driver's instructions.
- Compliance with driving and rest times.
- If the driver is clearly impaired or the driver: change driver or interrupt the journey.
- In case of obvious technical defects, the refuse to travel.
- Pay special attention to all points when changing vehicles, e.g. subcontractors or return journeys.

6 First aid for school hikes, school trips, school camp stays, etc.

First aid supplies

Appropriate first aid supplies must be available at all school events, including excursions and other school events off-site. Suitable first aid supplies include a first-aid kit in accordance with DIN 13 160 (see DGUV Information 202-059 "First Aid in Schools"). Sports medicine specialists recommend immediate cooling as an immediate measure for sprains, dislocations, closed fractures, contusions, bruises, muscle strains, and muscle tears. Therefore, first aid supplies should be supplemented with a cold pack (not cold sprays!).

Medications for internal or external use are not part of the first aid kit. However, it may be necessary to have medications available for certain students (e.g., diabetics, allergy sufferers). To avoid misunderstandings and

To ensure that there is a clear basis for action for the school and the teacher, it is strongly recommended that the method of administering medication be recorded in writing (see DGUV Information 202-091 "Administering medication in schools").

First aid knowledge

For hikes and school camp stays, the instructor or an accompanying person must have sufficient knowledge of first aid. According to the DGUV guidelines, training and continuing education should consist of nine teaching units each and be conducted at intervals of two years. Information on this can be obtained from the responsible statutory accident insurance provider. Country-specific regulations must also be taken into account.

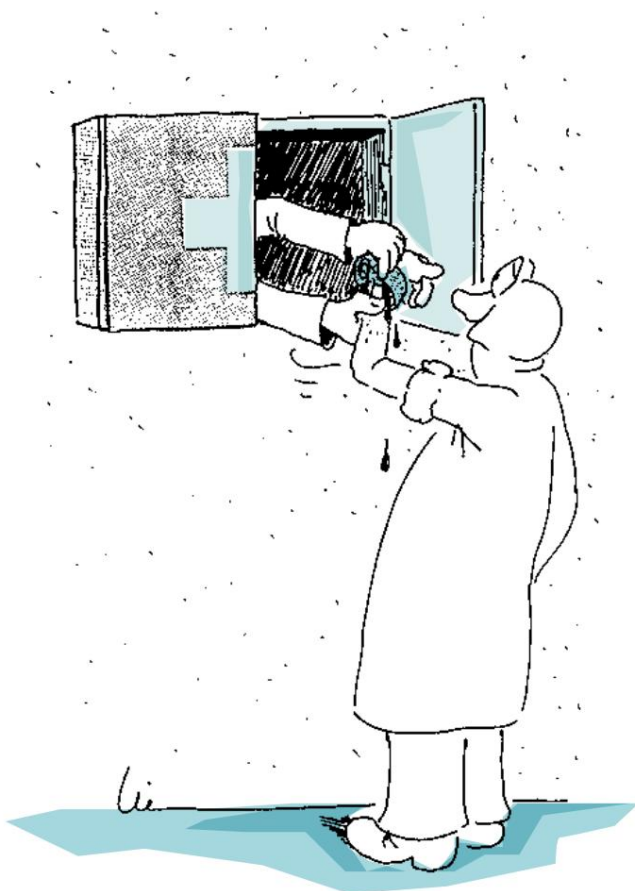
Further measures after an accident

If a doctor's office is required after an accident, the attending physician or hospital must be informed that the accident occurred at school and which accident insurance provider is responsible. In the case of school-related accidents, the doctor's office or hospital will bill the accident insurance provider directly (no medical certificate or private bill).

The school is obliged to submit an accident report to the accident insurance provider as soon as possible.

Record-keeping obligation

Every first aid procedure performed in school operations must be recorded unless a doctor's visit is required. A notepad in the first aid kit can be used for this purpose, for example. The record should later be entered into a first aid book, which is available from accident insurance providers under order number DGUV Information 204-020 "First Aid Book," as part of the school's documentation.



7 Statutory accident insurance

The "Act on Accident Insurance for Pupils and Students, as well as for Children in Kindergartens" of March 18, 1971, included these groups of people in statutory accident insurance. Like health insurance and pension insurance, statutory accident insurance is a branch of social insurance. Children in daycare centers, pupils and students, as well as accompanying persons (e.g., parents) on school trips, are entitled to benefits in the event of accidents that correspond to those provided to employees in the event of accidents, without any contributions being levied on the insured persons themselves. Accident insurance for pupils is financed primarily from tax revenue (e.g., contributions from municipalities for residents).

The statutory accident insurance providers in schools are primarily the public accident insurance providers. Accident insurance coverage extends to all activities within the legal and

organizational area of responsibility of the school, including school events outside the school premises, such as hikes, excursions, visits and

School camp stays, including journeys to and from the location where a school event takes place and participation in immediately before or after

the lessons provided by the school or in cooperation with it.

Only activities from the private sphere of life are not covered by statutory accident insurance, such as:

Eating, sleeping, washing, unauthorized visits to restaurants, and all leisure activities that are not the responsibility of the school. However, these are covered by the relevant statutory health insurance, private health insurance, and/or private accident insurance.

Detailed information about accident insurance coverage is provided by the responsible accident insurance providers.



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