

Numinbah Valley Environmental Education Centre

Curriculum Activity Risk Assessment

Activity Details

CARA Creation Date: 22-Apr-2024			
Activity:	Minor games		
Activity Scope:	<p>This guideline is provided to support schools in implementing the Managing risks in school curriculum activities procedure</p> <p>The CARA planner must be used for the specific school context in conjunction with this guideline considering additional risks, hazards and controls and including environmental, facility, equipment and student considerations</p> <p>For activities beyond the scope of this guideline, complete a CARA record using the CARA generic template</p> <p>This guideline relates to student participation in games that develop student skills in using balls and/or bats to practise skills, tactics and strategies as an activity to support curriculum delivery.</p> <p>For activities conducted at a non-Department of Education venue, and/or when engaging external expertise, request written risk assessment advice and attach it to this CARA record.</p> <p>For activities conducted off-site, schools must comply with the School excursions and International school study tours procedure.</p>		
Guidelines:	https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines		
Activity Description:	Team Building Games- Students rotate through various team building games/challenges that promote team work and leadership skills under guidance of NVEEC staff.		
Inherent Risk Level:	Medium		
Inherent Risk Level Description:	Minor game activities involving bats and balls		
Start Date:	Monday, 29 April, 2024	End Date:	Sunday, 29 April, 2029
On School Grounds:	Yes	Is parental permission required for this activity?	No

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Activity Requirements	
<p>Competition rules and procedures with additional or more stringent safety requirements must take precedence.</p> <p>Students</p> <p>Schools must consider age, maturity and skill level of students when planning curriculum activities. Adjustments are required for students with disability to support access and participation in the curriculum. Consult with the parents/carers of students with disability, or when appropriate the student, to ensure risks related to their child's participation in the activity are identified and managed.</p> <p>Schools must consult current student medical information and/or health plans in accordance with the Managing students' health support needs at school procedure. Record information about any student condition (e.g. physical or medical) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures.</p> <p>Emergency and first-aid</p> <p>Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. evacuation procedure, provision of first aid).</p> <p>Adult supervisors must have:</p> <ul style="list-style-type: none"> • emergency contact details of all participants • a medical alert list and a process for administering student medication; • communication equipment suitable to conditions (e.g. mobile phone) and a process for obtaining external assistance and/or receiving emergency advice. <p>Safety procedures must be determined for the location (e.g. out-of-bounds areas, location of first aid support and equipment, signals to retrieve equipment).</p> <p>Access is required to First aid equipment and consumables suitable for foreseeable incidents.</p> <p>An adult with current emergency qualifications is required to be quickly accessible to the activity area. Emergency qualifications include:</p> <ul style="list-style-type: none"> • HLTAID009 Provide cardiopulmonary resuscitation (CPR) or equivalent; and • HLTAID011 Provide first aid or SISSS00118 - Sports Trainer Level 1 or equivalent. <p>Induction and instruction</p> <p>Induction is required for all adult supervisors on emergency procedures, safety procedures and correct techniques. If the activity is conducted at an off-site facility, induction is to be informed by advice provided in consultation with expertise at the venue.</p> <p>Instruction is required for students on safety procedures and correct techniques e.g. calls to begin play, safe batting/fielding techniques.</p> <p>Consent</p> <p>Parent consent is required for all activities conducted off-site.</p>	
<p>The activity requirements have been met and any additional requirements for the activity are included below or attached.</p>	<input checked="" type="checkbox"/>

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Risk Management Details

Supervision	
For activities with students with a medical condition or disability that may impact on safety during the activity, consultation with parents is required prior to allocating supervision to determine the impact of students' medical condition or disability on safety during the activity.	<input type="checkbox"/>
The number of adult supervisors required to fulfil emergency and supervision roles must consider the nature of the activity, students' ages, abilities and specialised learning, access and/or health needs.	<input type="checkbox"/>
Before the activity, all adult supervisors must be familiar with the contents of the CARA record.	<input type="checkbox"/>
During the activity, all adult supervisors: <ul style="list-style-type: none"> • must be readily identifiable • must closely monitor students with health support needs • must comply with control measures from the CARA record and adapt as hazards arise • must suspend the activity if the conditions become unfavourable (e.g. extreme temperatures). 	<input type="checkbox"/>
Supervision requirements determined as part of booking process. Visiting school to identify and provide additional supervision for identified students as required.	

Supervisor Qualifications	
All adult supervisors must comply with the Working with Children Authority - Blue Cards procedure and be able to identify, and respond to, risks or hazards that may emerge during the activity.	<input checked="" type="checkbox"/>
A registered teacher must be appointed to maintain overall responsibility for the activity.	<input checked="" type="checkbox"/>
At least one adult supervisor must be:	
A registered teacher, or other adult supervisor working under the direct supervision of a registered teacher, with competence (knowledge and skills) in teaching minor games.	<input checked="" type="checkbox"/>

Facilities and Equipment	
Location must be suitable for the activity being undertaken, including sufficient space, adequate lighting and ventilation to ensure safe participation and that safety rules and procedures can be followed.	<input checked="" type="checkbox"/>
Participants must wear Personal protective equipment appropriate to the activity (e.g. enclosed footwear).	<input type="checkbox"/>
Equipment must be sized to match the ability and strength of students.	<input type="checkbox"/>
Consider using a whistle for command signalling.	<input type="checkbox"/>

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All equipment must be used in accordance with the manufacturer's instructions.	<input type="checkbox"/>
Bats must have non-slip grips and/or safety knobs on handles.	<input type="checkbox"/>

Hazards and Control Measures

Further to those listed, include any additional hazards and control measures considering the local context of the activity.	
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Environmental hazards	
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<p><i>Biological material - body fluids (e.g. blood, saliva, sweat)</i></p> <ul style="list-style-type: none"> Manage bodily substances (e.g. blood) and open wounds before, during and after the activity. Consult Infection control guidelines and Queensland Health's Exclusion periods for infectious conditions poster for hygienic practices and first aid. Follow the department's Cleaning advice for Shared equipment. 	<input type="checkbox"/>
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<p><i>Visibility</i></p> <ul style="list-style-type: none"> Adjust the field orientation to avoid the sun affecting the line of sight of participants. 	<input type="checkbox"/>
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<p><i>Environmental conditions - weather, sun, humidity</i></p> <ul style="list-style-type: none"> The school's sun safety strategy must be followed. Assess weather (Bureau of Meteorology) and environmental conditions prior to participating outside. Follow the Managing excessive heat in schools guidelines when participating in very hot or extreme heat conditions. Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks. Dry equipment (including bat grips, balls) if conditions cause dampness. 	<input type="checkbox"/>
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Facilities and equipment hazards	
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<p><i>Boundary clearance</i></p> <ul style="list-style-type: none"> Establish a safety zone around the playing area. If this cannot be achieved, consider ways of reducing risks e.g. reducing the field size. Ensure playing areas do not overlap. Where playing areas are placed parallel to each other, ensure there is sufficient distance to prevent stray balls creating a hazard. Ensure there are no sharp or rough edges (e.g. portable signage) facing the field of play. 	<input type="checkbox"/>
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<p><i>Chemicals</i></p> <ul style="list-style-type: none"> All chemicals in schools must be managed in accordance with the department's Chemical management procedure. All chemicals used in curriculum activities, except consumer chemicals, must be recorded in the school Chemwatch manifest. Consumer chemicals must be managed according to label instructions. Lines are marked in accordance with the Line marking of sports fields fact sheet. 	<input type="checkbox"/>
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<p><i>Faulty or dangerous equipment</i></p> <ul style="list-style-type: none"> • Use markers made from non-injurious material (e.g. cardboard, foam). • Check equipment for damage before and during the activity. 	<input type="checkbox"/>
<p><i>Fast moving objects</i></p> <ul style="list-style-type: none"> • Use a soft (e.g. sponge) ball for inexperienced participants. • If using hard balls: <ul style="list-style-type: none"> ◦ ensure that throwers are at least 5 metres apart during group instruction ◦ use personal protective equipment e.g. face masks, gloves, helmets ◦ position left and right-handed participants to ensure maximum player visibility. 	<input type="checkbox"/>
<p><i>Playing surface</i></p> <ul style="list-style-type: none"> • Conduct a field check to identify and manage surface hazards. Clear the playing surface from loose items or debris. Do not participate on a surface that is slippery, unduly rough or chopped up. • If securing bases to the ground, peg them in firmly to be level with the ground using rounded over pegs. 	<input type="checkbox"/>
<p>Student considerations</p>	
<p><i>Manual handling</i></p> <ul style="list-style-type: none"> • Use correct manual handling processes when lifting, lowering, pushing, pulling or carrying. 	<input type="checkbox"/>
<p><i>Physical contact - accidental "bumping"</i></p> <ul style="list-style-type: none"> • Manage injuries according to established procedures. If in doubt, do not allow students to return to play after injury until medically cleared. 	<input type="checkbox"/>
<p><i>Physical exertion</i></p> <ul style="list-style-type: none"> • Conduct warm-up/cool-down activities. • Continually monitor participants for signs of fatigue and exhaustion. 	<input type="checkbox"/>
<p><i>Sharp objects</i></p> <ul style="list-style-type: none"> • Remove accessories (e.g. jewellery, lanyards) before participating. • Ensure fingernails and hair and clothing (e.g. pockets) do not interfere with the activity. 	<input type="checkbox"/>
<p><i>Student issues</i></p> <ul style="list-style-type: none"> • Implement safety protocols during play including: <ul style="list-style-type: none"> ◦ watch play at all times when warming up ◦ drop, not throw, the bat before running ◦ avoid intentionally clashing with an opponent ◦ remove dropped bat/tee as soon as possible ◦ wait for permission to retrieve equipment from other fields. 	<input type="checkbox"/>
<p>Students to use equipment in safe manner & for purpose of activity only.</p>	

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Planning Considerations

Which students will be involved?

- Consider the number of students, size of student groups and students' capabilities e.g. age, experience, competence, fitness, maturity.
- Consider any individual student needs e.g. personalised learning, support provisions (including behaviour support plans), health management (including health plans and prescribed medication requirements).

Where will the students be?

- Consider the location of the activity e.g. remote/easily accessible, public /private, school/classroom/workshop/other.
- Is the number of students appropriate for the available space?
- If outdoors – sunsafe strategies are implemented; weather and environmental conditions are assessed before and during activity (e.g. temperature, storms, water currents, tides); and strategies to reduce the likelihood of viruses, allergies and skin infections caused by insects (e.g. ticks, mosquitoes, spiders) and other animals are applied.
- The site is checked for hazards (e.g. poisonous plants, dangerous animals, uneven terrain, barbed wire,) and necessary controls implemented.
- Activities are appropriately situated in relation to buildings, pedestrians, members of the public, vehicles and other activities e.g. designated areas for activity, spectators and vehicles are established.

What will the students be doing?

- Consider the nature and duration of the activity i.e. need for drinking water, food, rest, appropriate clothing, warm-up and warm-down.
- Instruction in rules and pre-requisite skills is provided.
- Student skills are developed in a progressive and sequential manner.
- First aid and emergency medical treatment provisions are appropriate for the type of activity and location e.g. first aid kit, first aid trained personnel, Ventolin®, Epipen®, and students' personal prescribed medications as required in health plans are available.
- Emergency response strategies are in place e.g. communication plans (e.g. mobile phone, walkie talkie), safety induction, evacuation plans.
- Hair, clothing, footwear and jewellery are worn in a manner that is appropriate and safe for the activity.
- Personal items, e.g. drink bottles, towels and mouthguards, will not be shared between students.

What will the students be using?

- Instruction in safety procedures and safe handling of equipment is provided.
- Equipment is suitable for the activity, properly maintained, appropriately used and complies with the relevant safety standard.
- [Relevant department procedures and guidelines](#) are adhered to for the use of equipment and work processes.

Who will be leading the activity?

- A registered teacher has overall responsibility for the activity.
- Sufficient adult supervision is in place to manage the activity safely (including in emergency situations).
- The activity leader has the competence (knowledge and skills) to plan, induct, instruct and manage the activity safely for students and others.
- There are sufficient adults present with current First Aid qualifications (including CPR) or ready access to qualified first aid personnel.
- Blue Card requirements are adhered to for leaders/volunteers.

I have incorporated the above factors when planning my risk management strategies for this activity.

Additional activity-specific requirements for students with specialised learning needs are provided in the Other Details box below.

Visiting school to provide extra supervision for, and liaise with centre staff regarding special requirements of, students as deemed necessary.