

# Numinbah Valley Environmental Education Centre

## Curriculum Activity Risk Assessment

### Activity Details

CARA Creation Date: 01-Apr-2021			
Activity:	<b>Minor games</b>		
Activity Scope:	This guideline relates to student participation in minor games as a curriculum activity, including skills development, training and competitions.		
Guidelines:	<a href="https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines">https://education.qld.gov.au/curriculum/school-curriculum/CARA/activity-guidelines</a>		
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 games skills development, training and competitions including games using a bat and/or ball.		
Start Date:	Friday, 09 April, 2021	End Date:	Wednesday, 09 April, 2025
On School Grounds:	Yes	Is parental permission required for this activity?	No

### Mandatory/Special Requirements

Minor games are frequently used to introduce and reinforce basic skills and as a lead-up to specific sports. Care is needed in the conduct of these minor games and skill development, and teachers need to be familiar with the safety requirements of the specific sport for which the developmental skills are used.	
I have incorporated the above factors when planning my risk management strategies for this activity.	<input checked="" type="checkbox"/>

### Risk Management Details

#### Supervision Requirements

Covered in the Planning Considerations section.	<input checked="" type="checkbox"/>
Supervision requirements determined as part of booking process. Visiting school to identify and provide additional supervision for identified students as required.	

#### Qualification Requirements

An activity leader with competence (knowledge and skills) in the teaching of minor games.	<input checked="" type="checkbox"/>
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#### Equipment/Facility Requirements

Equipment that conforms to the size and weight recommended for the age and ability level of students.	<input type="checkbox"/>
Bats incorporating non-slip grips and/or safety knobs on handles.	<input type="checkbox"/>
Footwear appropriate to the playing surface, type of activity and age of participants.	<input checked="" type="checkbox"/>

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<b>Hazards and Control Measures</b>	
<b>Body contact</b>	
Enforce the rules regarding physical contact and rough play.	<input type="checkbox"/>
Instruct students to be aware of their proximity to other students during play, to avoid collisions.	<input type="checkbox"/>
<b>Environmental conditions</b>	
Clearly define the playing area prior to play commencing.	<input type="checkbox"/>
Avoid situations where the players' vision is impaired by the sun.	<input type="checkbox"/>
Space activities sufficiently to prevent any equipment entering another playing area.	<input type="checkbox"/>
For games/skill development activities that involve bats: <ul style="list-style-type: none"> <li>• ensure the batting team is positioned at least 10m behind and well clear of the batting area</li> <li>• position all students a safe distance (i.e. at least 10m) from the batter to ensure no contact with the bat.</li> </ul>	<input type="checkbox"/>
<b>Equipment</b>	
Use a soft ball for inexperienced players.	<input type="checkbox"/>
If using a hard ball, use the safety equipment associated with the sport specific game for which the skills are being taught (e.g. face masks, body protectors).	<input type="checkbox"/>
<b>Student considerations</b>	
Instruct students to watch the ball in play.	<input type="checkbox"/>
Choose games that match the skill and fitness level of students.	<input type="checkbox"/>
Students to use equipment in safe manner & for purpose of activity only. Students instructed to wear hats. Activity area cordoned off to slow/reduce vehicle access.	

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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.