



Initiatives

Standard Operating Procedure

and

Risk Management Plans



Revision due November 2019

OVERVIEW

Initiatives and team building activities are a fantastic way to encourage positive team growth, personal development and helps to build an understanding of the different strengths and weaknesses that people have within a team setting. To complete each element teamwork and problem solving will be imperative.

OUTCOMES

Team members should develop an understanding of how their strengths can support others and how they can allow others to use their strengths to aid the group in achieving each task. They should come to a greater understanding of the importance of communication within their group.

PRE-REQUISITES FOR INSTRUCTORS

Preferably instructors should have a good understanding of the elements and should be able to effectively brief and debrief participants.

At least one of the supervisors should hold a first aid qualification and in addition to the instructor there should be at least one other supervising adult present.

LOCATION

The Initiatives/team building course below the bottom playing field.

PRIOR TO COMMENCING

All equipment must be checked for damages or wear.

The area must be set up in preparation for the activity.

Any hazards should be removed and any broken or damaged equipment should be repaired or roped off and not used.

EQUIPMENT

2 x 2m planks

5 numbered tyres

Tin

Elastic cord

Ropes

Lanyards

Ladder

Swing rope with d shackle

INSTRUCTIONS

Below is a list of the elements and the best way to run each section of the initiatives course.

THE LOG

Equipment: a Log

This is a great ice breaker activity to ignite team spirit and teamwork.

Have the team all stand on the plank side by side.

The idea of the activity is to have the team completely reverse the order they are standing in without touching the ground.

They will have to work together to achieve this.

If a participant steps down from the plank they will need to hop back up in their original position and attempt the pass again.



There are many variations you can use with this setup including height order, birthdates ect. If you choose to use one of these variations get the team to order themselves without talking before you start the activity. This will help them to come up with other ways of communicating before they attempt the other activities.

TYRE TUMBLER – Can you unlock the secret??

Equipment: 3 poles, 5 tyres marked with numbers and preferably of increasing size.

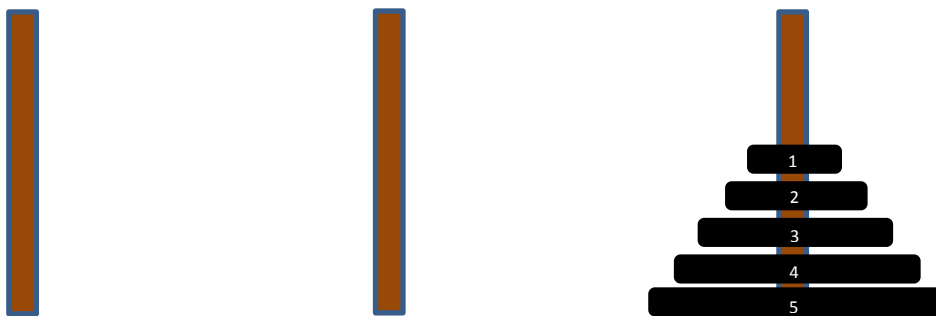
To begin have the tyres stacked in ascending order (number 1 at the top down to 5 at the bottom)

The idea is to move the entire stack from one pole to another pole.

You can only move one tyre at a time.

You must use the same number of people to lift the tyre as is written on the tyre itself

A larger tyre or higher number may not be placed on a smaller tyre or tyre with a lower number.



An added challenge: allow the group to choose between 1 & 3 people who are the only ones who are allowed to talk. The catch is, that they can't move from where they are standing or touch the tyres for the duration of the activity.

The aim of this activity is to encourage team participation, to help the group identify the strengths of it's members and to foster group problem solving skills.

A-MAZE-ING

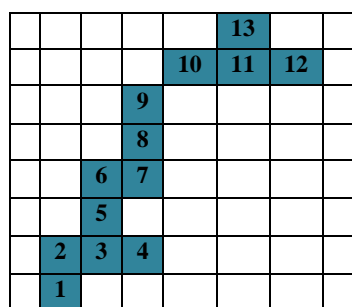
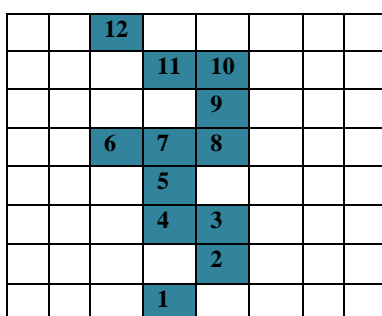
Equipment: 1 cargo net or a similar grid drawn or painted on the ground. A solution drawn out on a piece of paper

The team must line up and then one at a time must attempt to find the path through the grid.

If they select an incorrect square they go to the back of the line and the next person attempts to find the path.

The path must always be connected so the squares must be touching either by corners or sides and may move forward, sideways or diagonally but must not cross back over itself.

You can make the maze as long or short as you desire and the length will also be influenced by the size of your grid or cargo net.



An added challenge: *allow only the next person in line to verbally assist the person attempting to cross the grid (the rest of the group must remain silent).*

This activity encourages good communication between team members and creates an environment where problem solving and group participation are key.

WALK THE PLANK

Equipment: 2 platforms at least 40cm off the ground, 2 wide planks that are slightly too short to bridge the gap between the two platforms.

The idea is to get the whole group from one side to the other without anyone or anything (including the planks) touching the ground.

The whole group needs to get themselves onto the platform and then working together they need to use the two planks to cross the gap.

They will have to work together to get across and to keep the planks secure with their body weight.

Once the entire group and the planks are safely on the second platform the activity is complete.

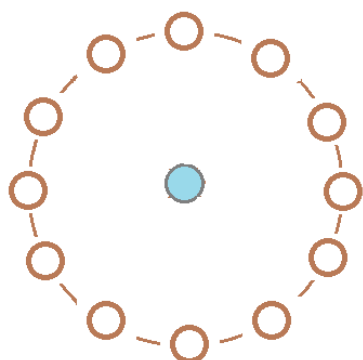


An added challenge: *You could increase the difficulty of this challenge by having the group do the activity without speaking or you could add items or a dummy that also has to be safely transported across.*

BILLY ON A PINNACLE

Equipment: A marked circular area, 4+ ropes attached to a rubber ring, disc with a hook or just provide 3 plain ropes.

A bucket, tin or container with a hook

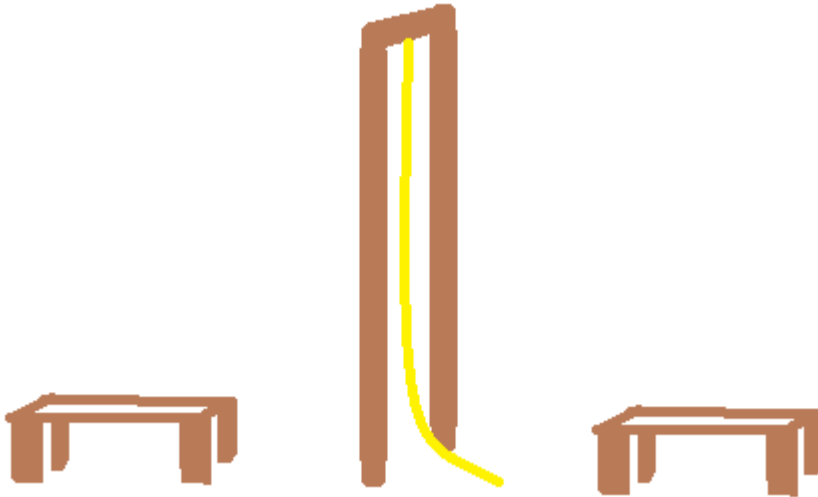


Have the group space themselves right around the circle on the tyres. When the participants are in position inform them that they are not permitted to leave the quadrant they are in. The participants must also stay outside of the circle while using the ropes and bungee cord to pick up and move the bucket without spilling the water.

Alternative: You can have the group carry the bucket and tip the water from the bucket into another vessel without touching the bucket itself. Adding a rule that prevents any member from taking more than 3 steps when holding a rope can add to the challenge and encourage greater participation

NITRO CROSSING

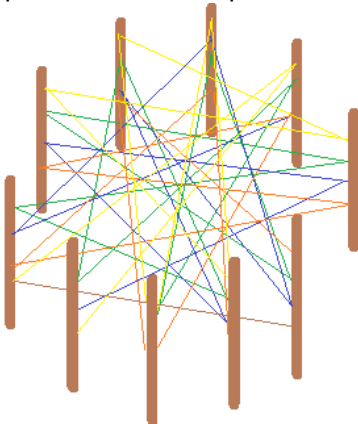
Equipment: 2 platforms, rope swing



The group should arrange themselves to fit on one of the platforms. The objective is to work together to get the whole team across from one platform to the other without touching the ground. They will need to use problem solving skills to get hold of the rope and work out how they can help all team members make it safely across the gap.

TANGLED

Equipment: A series of poles with intertwining ropes, lanyards with clips



The objective is to make your way through the mass of tangled ropes after clipping your lanyard onto a selected rope. You work your way through the tangle and when you get to the next pole you unclip your lanyard and then reclip it to the same colour on the other side of the pole. Proceed until you make it back to the pole you started from.

The group will need to support each other to make this possible when run as a team event.

BALANCING ACT

Equipment: 2 planks, rope.



The objective of this activity is to get your whole team across the space without any team member or the planks touching the ground. The team should use the planks to cross from one support pillar to another. The ropes may be used to assist the team in lifting and repositioning the planks.

TEAM TRAVERSE

Equipment:



The objective is to get the whole team from one end to the other without any

PACK UP AND DEBRIEF

It is always good to have participants share with each other at the end of an activity and discuss the aspects they found easy or hard about the skill and to share encouragement with each other. Encourage participants to discuss what worked, what didn't work, what skills they recognise in others and how their teamwork developed as they undertook the different elements of the session.

When the activities are finished all equipment must be stored, ropes removed and the area cleared and left tidy. Any breakages or damages should be reported and recorded.

INSTRUCTOR RESPONSIBILITIES

The instructor is responsible for keeping participants safe at all times as well as effectively facilitate the participants interactions and teamwork as they undertake each activity.

They are responsible for managing participant movement throughout the course. They are also responsible for ensuring the equipment is in good repair, that it is stored correctly when the activity is completed, for reporting any breakages and putting away all equipment at the end of the day.

The instructor may instruct the assistants and supervisors to enable them to assist the participants

The Instructor is also responsible for coordinating first aid administration or referring it to a suitably qualified assistant or supervisor.

ASSESSING THE LEVEL OF RISK

Once risks are identified, they are evaluated on a 2 dimensional matrix using a qualitative rating of the likelihood of the event occurring and the scale of the possible consequences. When risks have been identified, they are analysed by combining the consequences and likelihood to produce a level of risk. This form of evaluation provides a good graphical representation of how serious the risk is or where it lies within a group of risks. The risk analysis provides information critical to determining what risks need to be treated and what risks are accepted.

The following matrices have been utilised for the assessment process;

Table 1. Primary Risk Category. (the primary risk is the most immediate or likely risk). Risks may technically fall under several categories eg. A student who has their leg trapped under a falling mast on a sailboard may suffer a physical injury (primary Risk), such as a broken leg, however there may be legal action at some point in the future (secondary risk).

Primary Risk Category	Brief Risk Description
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Physical	Injury risk to person - including <ul style="list-style-type: none"> ➤ Participants ➤ Instructors ➤ Community members
Property and Equipment	Damage risk to campsite property/equipment.
Environmental	Includes risk factors that may impact upon the activity. <ul style="list-style-type: none"> ➤ Climatic eg. Thunder and lightening, strong winds. ➤ Marine eg. Tidal or current flow. ➤ terrain
Medical and Disease	Includes risk factors associated with: <ul style="list-style-type: none"> ➤ Pre-existing medical condition eg. Epilepsy, asthma. ➤ Loss of required medication eg. Asthma inhaler. ➤ Disease transmission. From person or environment eg. Influenza.
Psychological	Risk associated with trauma or fear/stress.
Legal, Moral and Ethical	Risk associated with: <ul style="list-style-type: none"> ➤ Legal action and/or litigation. ➤ Breach of legal obligations. ➤ Damage to DECS reputation. ➤ Criminal activity.

Table 2: Likelihood Matrix

Level	Descriptor	More Detail
A	Almost certain	Will occur. Expect frequent/regular occurrences.
B	Likely	The event will probably occur more than once
C	Possible	The event might occur at some time
D	Unlikely	The event is not expected to occur
E	Rare	The event may occur only in highly exceptional circumstances

Table 3: Consequence Matrix – relate to the *most probable* outcome.

Eg. A fall from a windsurfer is most likely to result in **no or minimal injury and therefore be rated as 1-2 ie. insignificant/minor.**

Level	Descriptor	More Detail	Injuries	Potential Operational Impact
1	Insignificant	Low Impact, no injuries/damage, low profile.	None	Student still able to participate. Little impact <30min
2	Minor	Minor Injuries/damage sustained. Low impact, possible public embarrassment.	First Aid Treatment	Student able to participate after treatment. Low impact <30min

3	Moderate	Significant injuries/damage sustained. Public embarrassment possible.	Medical Assistance Required	Student unable to continue with activity. Instructor impact whilst treatment given.
4	Major	Extensive injuries/damage sustained. Loss of instructional capabilities, public embarrassment, 3 rd party action, high news impact	Extensive Injuries. Medical Treatment	Loss of instructor/s whilst treatment/medical aid given. Extended rehabilitation of injury/damage repair.
5	Catastrophic	Public embarrassment, 3 rd party action, high news and media impact.	Deaths	Loss of instructor/s, closure of centre whilst investigation conducted.

Table 4: Level of Risk – consideration of both likelihood and consequence.

		Consequence				
		1	2	3	4	5
		Insignificant	Minor	Moderate	Major	Catastrophic
Likelihood	A Almost Certain	High	High	Extreme	Extreme	Extreme
	B Likely	Medium	High	High	Extreme	Extreme
	C Possible	Low	Medium	High	Extreme	Extreme
	D Unlikely	Low	Low	Medium	High	Extreme
	E Rare	Low	Low	Low	High	High

Important Note: Following the identification and implementation of risk management control measures it is assumed that all Risk Descriptions will be reconsidered as having a “low risk” factor. If the re-assessed level of risk remains at “Extreme” or “High” following implementation of control measures serious consideration should be given to not proceeding with this activity. Risk vs Reward for this specific activity should be carefully considered!!

Table 5. Risk Priority – an indication of how quickly/frequently an identified risk needs to be addressed and/or monitored.

Rating	Description
Low	Low priority.
Medium	Medium priority.
High	High Priority. Requires immediate action to redress risk. Additionally, risk should be closely monitored to ensure management strategies to reduce risk are effective.

Important note: The assessment and identification of Risk Priority should not be solely based upon the likelihood or frequency of an event occurring, but more a consideration of a number of factors, including: *frequency, likelihood, consequences (particularly the possibility of serious personal injury or death) and risk of litigation or legal exposure!* A student competing in a bicycle tour event on a controlled public road is very unlikely to be involved in a collision with a motor vehicle, however the consequences may well be most serious, with the possibility of a serious injury and possible legal exposure. Therefore a Risk Priority rating of **High** should be applied, with appropriate risk management.

Table 4 : Risk Register/Risk Management

Function/Activity:

Initiatives/Team Building

Compiled by:.....

Activity Description: Initiatives is conducted on purpose built elements and is an activity designed to build problem solving skills, team cooperation and where the recognition of individual strengths and weaknesses is used to help the group work better together.

General Safety consideration: Known hazards will be identified to all participants, in particular the risks to participants when rules are not followed. Participants will be required to wear closed toe shoes during initiatives sessions. Group movement around the course should be monitored by the supervising adult and instructor. Handling the equipment is prohibited unless authorised by the instructor. As there is little shelter in the Initiatives area hats and sunscreen should be worn as well as sun smart clothing. Equipment should be checked prior to use for damage and it should be reported to the camp manager/maintenance overseer. Shoes should be worn at all times when using the initiatives activities.

Primary Risk Category <small>(Refer Table 1.)</small>	Risk description. <small>What and how can it happen</small>	Likelihood <small>(Refer Table 2)</small>	Consequence <small>(Refer Table 3)</small>	Level of Risk <small>(Refer Table 4)</small>	Management. <small>Including existing Control measures to eliminate or reduce the risk. Note: Once the risk management measures listed below are f risks described in column 2 will be reconsidered as having a Level of Risk”.</small>	Priority
1. Physical	Trip/stumble	C	2	Medium	<ul style="list-style-type: none"> Brief group on appropriate behaviour. Warn of tripping hazards (uneven ground) Walking pace only 	Low
2. Physical	Injury from dropping heavy objects (tyres, planks)	C	3	High	<ul style="list-style-type: none"> Procedures in place for activities where lifting is required to ensure items are well supported. Verbal warning given to participants prior to activity commencing Supervision by a briefed adult provided at all times and assistance provided if needed. 	Medium

Primary Risk Category (Refer Table 1.)	Risk description. What and how can it happen	Likelihood (Refer Table 2)	Consequence (Refer Table 3)	Level of Risk (Refer Table 4)	Management. Including existing Control measures to eliminate or reduce the risk. Note: Once the risk management measures listed below are all risks described in column 2 will be reconsidered as having Level of Risk".	Priority
3.	Falling from elements	C	2	Medium	<ul style="list-style-type: none"> • Verbal warning at the beginning of the activity. • Close supervision by an adult to ensure that all participants are safe. • Elements to be kept to a low height to reduce the risk of injury if participant needs to step down at any time. • Soft fall on ground to soften potential impact. 	Medium
4.	Rope Burn	C	2	Medium	<ul style="list-style-type: none"> • Warn the participants of the risk. • Do not allow participants to wrap the rope around their hands or any part of their body. • Use of ropes that are less likely to injure participants. 	Low
5.	Sunburn	C	1	Low	<ul style="list-style-type: none"> • Advise to wear long sleeve tops, hats and sunscreen • Provide sunscreen at the activity. Rest in the shade when debriefing. 	Medium

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6.	Hypo/hyperthermia and exposure	D	3	Medium	<ul style="list-style-type: none"> • Instructors should ensure that the group is appropriately clothed for the weather. (e.g. Waterproofs, hat, gloves, warm clothes, sun-lotion etc.) • Instructors should ensure that group is appropriately hydrated and monitor the state of all individuals within the group. • Instructors should be prepared to stop or have a break during the session if necessary. • Attempt to provide shade/shelter when the weather is extreme (shade tents ect) 	Medium
7.					•	
8.					•	
9.					•	