

# Blue Lagoon Christian Camp and Conference Centre



## Team Building Standard Operating Procedure and Risk Management Plans



Created 9/9/19

## 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

An open space. The Bay room, Rec Hall or 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

Varies depending on which activities you decide to run. See each activity for specific equipment required.

## INSTRUCTIONS

Below is a list of teambuilding exercises and how to run them.

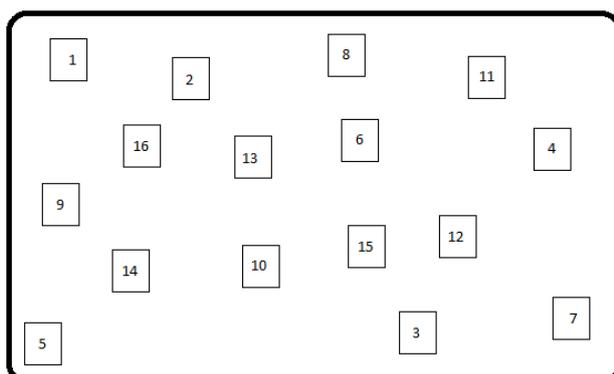
### HELIUM STICK

**Equipment:** 1 long thin rod ie. a length of dowel

Have the group members hold out one finger and balance the rod on top. Then have the group work together to try and lower the rod to the ground without dropping it. Initially they will find the rod has other ideas as it rises rather than lowers.

### KEYPUNCH

**Equipment:** A clearly marked area, a set of numbers (how many is up to you) scattered randomly around the marked area. A stopwatch.



The group must stand outside the marked area. When the signal is given the group must work together to enter the marked space and touch each number in chronological order. Only one person is permitted in the space at any one time. The time stops when all the numbers have been touched in order and all group members are outside of the marked area.

**An added challenge:** *You can have the starting and finishing point further away from the marked area so that the group is unable to predetermine the positions of the numbers.*

### **STEPPING STONES**

**Equipment:** A series of square mats or platforms

Designate two 'safe zone' areas approx eight to twelve metres (25' – 40') apart.

Ask your group to stand within one of the safe zones, and supply every person with one stone, plus one extra for the group.

The group's task is to cross between the two safe areas, without touching the ground in between.

All movements across the area will necessarily involve the use of the stepping stones, with two conditions:

- Everyone must remain in contact with the stepping stones at all times; and
- If a stone is left untouched while it is placed within the forbidden area, that stone may be taken away from the group.

Also, if someone happens to touch into the forbidden area, the group will be required to start over.

Allow your group 20 to 30 minutes to complete the task.

When ready, invite your group to reflect on what happened and what they may have learned.

### **MARSHMALLOW RIVER**

**Equipment:** A series of square mats or platforms

Randomly distribute dozens of 'marshmallows' between two lines spaced about 10-15 metres apart.

Place many 'marshmallows' close enough so that people can step from one to another easily.

Gather your group behind a line identified as the Start zone.

Challenge your group to traverse the area between the two lines by stepping only on the marshmallows.

Invite individuals to traverse the area first, using any path they choose.

If a person happens to touch the area outside of the marshmallows, invite them to restart.

Next, invite two people to cross together while keeping physical contact at all times.

Again, if someone touches the 'no-go' zone, invite the pair to restart.

Finally, form small teams of 4 to 6 people.

Challenge these teams to cross the area together while keeping constant physical contact.

In conclusion, invite your group to reflect on their experience in terms of how they offered and received support.

#### **VARIATION :**

- **Limited Steps:** Invite individuals, pairs and small teams to traverse the area in as few steps as successfully and as quickly as possible. Allow ample time for people to plan, experiment and accomplish this task.
- **Blind Vision:** Invite or randomly choose one or more people in each small team to be blindfolded and/or mute.
- **Crossing Paths:** Divide your group into two, and ask each half to start from opposing safe zones, ie they may cross in the centre. The goal is the same, to safely transport every person to the other safe zone, but note the propensity of one half or both to assist the other, or not.

### **WARP SPEED (SPEED BALL)**

**Equipment:** An open space and a ball

Starting and finishing with the same person, establish a pattern of tossing a ball within the circle so that every person tosses and receives the ball once.

Repeat this sequence of tosses several times to establish the pattern.

Challenge your group to pass the ball in this sequence as fast as possible, meeting three key parameters:

- The ball passing starts and ends with the same person;

- The ball must be passed in the same sequence every time; and
- Everybody's name must be said in the correct sequence

Allow ample time for discussion, planning and trial-and-error.

Permit a set number of attempts to record the fastest time.

**VARIATION :** Introduce two or three items to be passed at the same time, in the same sequence. This is similar to Group Juggle

## GROUP JUGGLE

**Equipment:** An open space and a series of items to pass

Form a circle, facing in. Starting with one tossable item, pass it to one person on the other side of the circle.

Ask this person to pass the item to another person, and so on, until every person has received and passed the item once. To reinforce this exact sequence, repeat it several times.

Challenge your group to repeat this sequence without the item touching the ground.

When ready, introduce two more tossable items. Explain that all three items will be passed from person to person in the exact same sequence, one after another, at the same time.

Challenge your group to pass all three tossables without any item touching the ground.

Allow ample time for problem-solving, discussion and trial and error.

### **VARIATIONS :**

**Time Trial:** Challenge your group to record the quickest sequence of passes. Ordinarily the time starts when you pass the item, and stops as soon as you receive it back in your hands. Start with one item, and then introduce two or more.

**Odd Objects:** Deploy a variety of soft tossable items. Koosh balls, fleece-balls, rubber chooks, nerf-balls, etc. Their different weights, sizes and tossabilities will further challenge your group to develop their competency.

**Reverse Sequence:** In addition to the three existing tossable items, introduce three more items which are passed in the reverse order, ie you pass to the person who you normally receive from, and receive from whom you normally pass to. It helps if you distinguish the 'normal' items from the 'reverse' items, eg colour, texture, etc. Same rules apply – challenge your group to record as many no-drop attempts as possible.

**Mandatory Absences:** Only moments before you start a round, request one or more members of your group to depart the circle. And then without further ado, start passing. Observe what happens. How did your group cope with these absences? Did their performance drop, or did one or more people step in to lead the group to a successful conclusion? So much to process in this variation.

## HUMAN KNOT

**Equipment:** one long rope or a series of shorter lengths of rope (if you decide to use rope)

Form a tight circle with everyone facing into the centre.

Instruct each person to extend one of their arms in front of themselves and then grab the hand of another person opposite them in the circle.

Repeat this process with the other arm, grabbing the hand of a different person.

When ready, group members aim to untangle themselves, without ever letting go of their partner's hands.

Continue to free as many people from the tangle until one or more circles are produced, or until the group agrees it cannot proceed any further.

### **VARIATIONS :**

**Knot First-Aid:** If necessary, entitle the group to identify just one set of linked-hands that can be temporarily released and re-connected in a new position (of the group's choosing.) If pushed, you may apply this trick one more time, but no more!

**Buddy Ropes:** Invite people to grab the ends of a short piece of rope, rather than a person's hand. Ideal for larger groups, and is a useful technique when close proximity for long periods could be an issue.

**Lesser Challenge:** Allow individuals to grab a piece of the rope that is close to them, instead of reaching over the top of other people's arms.

**Knot First Aid:** Allow the group to untie the rope knot once only in an effort to break an impasse in their problem-solving abilities.

**Handicapped Challenge:** As with many other initiatives, remove one or more faculties from your group, such as verbal communication (mute) or vision (blind) to ramp up the challenge.

**Long Rope Challenge:** Tie two ends of a long rope together to form large circle.

Lay rope on ground so that it appears like several loops piled on top of one another. Gather group around the rope. Ask each person to grab one section of the rope opposite them with both hands. As people stand, the rope should appear heavily criss-crossed between their hands.

## **CROSS THE LINE**

### **Equipment: a long rope**

Lay a long rope (5 to 10 metres) on the ground in the middle of your playing space.

Divide your group roughly into two teams, with each half standing on one side of the rope facing the other team.

Announce that you will only state the goal of this exercise once, and no questions may be asked.

Ask each team to agree to respect the physical, emotional and mental well-being of the other team at all times during the exercise.

The boundary line situated between the two teams is fixed and cannot be moved.

Finally, state the goal of the exercise: for each team to attract as many people from the other team to stand on their side of the rope, as quickly as possible.

Expect the exercise to be accomplished very quickly, or over a long period of time.

Allow time at the conclusion of the exercise to reflect on the group's experience.

**Spoiler Alert:** The simple solution to this problem is for the members of each team to quickly change places with one another by stepping across the line, which may take five seconds at most. It is often quite humorous to invite people to share what they did and didn't do to achieve their objective, and what was done to them. As important, it is interesting to hear why they did what they did too.

## **LAP SIT**

### **Equipment: None**

Form a very tight circle, with each person facing to their left.

Each person places their hands gently onto the shoulders of the person in front of them.

Check that your group is actually standing in a circle, ie no corners.

When ready, invite everyone to slowly bend at their knees, push their butt out to gently sit down onto the lap of the person behind them.

Sit for as long as your group is comfortable.

### **VARIATIONS :**

**Rotation:** When settled, challenge your group to move their feet forward in unison, one foot at a time. Aim to rotate a full 360 degrees around the circle without falling to the ground. If this is too easy, walk backwards.

**Lateral Movement:** Challenge your group to move laterally towards an object 5 to 10 metres away.

## **EVERYONE UP**

### **Equipment: None**

Form into pairs, preferably with someone of the same size.

Each pair sits facing one another, the balls of their feet touching, knees bent and hands tightly grasping their partner in front of them.

From this seated position, invite each pair to simultaneously lift themselves into an upright standing position.

Next, ask two successful pairs to join hands and attempt the same task as a group of four people.

Then challenge two groups of four people to become a group of eight people, etc.

Finally, the whole group connects with one another, and attempts to lift themselves off the ground simultaneously.

### **VARIATIONS :**

**Back to Back:** Pairs start sitting back to back with their partner. With each success, add a further twosome, etc.

Beware, interlocking arms in this position may dislocate shoulders and should be used with care

## **BODY ENGLISH**

**Equipment: None**

Create an even number of smaller groups, of approx 5 to 10 people.

Pair each small group to another, and ask one team (of each pair) to move about 50 metres away from the other. Each 'sending' pair aims to communicate a unique message to the 'receiving' pair using their bodies to form the shape of letters of the alphabet.

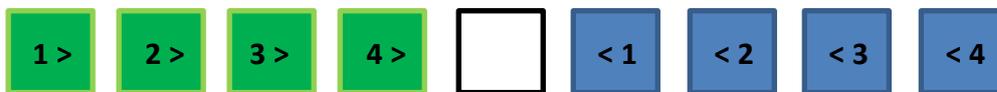
The message will instruct the receiving pair to do something, eg 'stand on one leg while singing a song.'

No verbal communication is permitted between groups at any time.

Teams are challenged to communicate the message, and then perform the action, as accurately and as quickly as possible.

## **TRAFFIC JAM**

**Equipment: Marks to place on the floor 9 per group**



Lay a series of nine markers in a straight line on the ground/floor, spaced about 600mm apart.

Invite eight people to stand on the spots, leaving the centre (5th) spot empty.

Ask each person to face towards the centre (empty) spot, thereby creating two teams of four people facing the back of another team member.

Challenge each of the two smaller teams of four people to swap places with the other team of four, ie so that they all end up facing away from the middle.

All moves must adhere to three strict parameters:

- An individual may only move into an empty space directly in front of them;
- If two people are facing one another, one of them may move around the other provided there is an empty space to move into; and
- Only one person may move at a time.

No backward moves are allowed, nor may one person move around another if they are facing their back.

Allow your group many attempts until they discover the solution.

## **SOLUTION**

Green 4 moves forward to empty spot, Blue 1 moves around Green 4 to empty spot

Blue 2 moves forward to empty space, Green 4 moves around Blue 2 to empty spot

Green 3 moves around Blue 1, Green 2 moves forward to empty spot

Blue 1 moves around Green 2, Blue 2 moves around Green 3

Blue 3 moves around Green 4, Blue 4 moves forward to empty spot

Green 4 moves around Blue 4 (*Green 4 arrives home*), Green 3 moves around Blue 3

Green 2 moves around Blue 2, Green 1 moves around Blue 1

Blue 1 moves forward (*Blue 1 arrives home*), Blue 2 moves around Green 1 (*Blue 2 arrives home*)

Blue 3 moves around Green 2, Blue 4 moves around Green 3

Green 3 moves forward (*Green 3 arrives home*), Green 2 moves around Blue 4 (*Green 2 arrives home*)

Green 1 moves around Blue 3, Blue 3 moves forward (*Blue 3 arrives home*)

Blue 4 moves around Green 1 (*Blue 4 arrives home*), Green 1 moves forward (*Green 1 arrives home, and task is complete*)

## **RESCUE OPERATION**

**Equipment: Large tarp, numerous items to collect, stepping stones**

Place a large tarp (approx 2 x 3 metres) on the floor.

Randomly distribute a bunch of soft toys around the area.

Ask your group to stand on the tarp entirely, and distribute a 'stepping stone' to each person.

Announce that the group's first task is to flip the tarp in an effort to stand on its under-side without any person touching the floor in the process. Any touches onto the floor/ground will require the group to start over.

Then, instruct your group to use the stepping stones to retrieve the numerous soft toys.

Challenge your group to retrieve all of the objects within these two parameters:

- Every stepping stone must maintain unbroken physical contact with the group at all times, otherwise they will lose it; and
- If someone happens to touch the floor, they must return to the tarp and possibly lose the stone on which they were standing.

Allow ample time for planning and execution.

**ALTERNATIVELY** you can reduce this activity to simply the tarp flipping element.

### **PACK UP AND DEBRIEF**

It is always good to have participants share with each other at the end of each 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 put away 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
Physical	Injury risk to person - including <ul style="list-style-type: none"> <li>➤ Participants</li> <li>➤ Instructors</li> <li>➤ Community members</li> </ul>
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"> <li>➤ Climatic eg. Thunder and lightening, strong winds.</li> <li>➤ Marine eg. Tidal or current flow.</li> <li>➤ terrain</li> </ul>
Medical and Disease	Includes risk factors associated with: <ul style="list-style-type: none"> <li>➤ Pre-existing medical condition eg. Epilepsy, asthma.</li> <li>➤ Loss of required medication eg. Asthma inhaler.</li> <li>➤ Disease transmission. From person or environment eg. Influenza.</li> </ul>
Psychological	Risk associated with trauma or fear/stress.
Legal, Moral and Ethical	Risk associated with: <ul style="list-style-type: none"> <li>➤ Legal action and/or litigation.</li> <li>➤ Breach of legal obligations.</li> <li>➤ Damage to DECS reputation.</li> <li>➤ Criminal activity.</li> </ul>

**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 <sup>rd</sup> 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 <sup>rd</sup> 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:

**Team Building**

Compiled by:.....

**Activity Description:** Team Building is a series of different challenges 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 may be required to wear closed toe shoes during a team building session depending on the activities incorporated. Group participation should be monitored by the supervising adult and instructor. Handling the equipment is prohibited unless authorised by the instructor. As there is little shelter on the playing field hats and sunscreen should be worn as well as sun smart clothing if the session is conducted outdoors. 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 if outdoors.

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. <b>Note:</b> 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
<b>1. Physical</b>	Trip/stumble	<b>C</b>	<b>2</b>	<b>Medium</b>	<ul style="list-style-type: none"> <li>• Brief group on appropriate behaviour.</li> <li>• Warn of tripping hazards (uneven ground)</li> <li>• Walking pace only</li> </ul>	Low
<b>2. Physical</b>	Injury from props	<b>C</b>	<b>3</b>	<b>High</b>	<ul style="list-style-type: none"> <li>• Verbal warning given to participants prior to activity commencing</li> <li>• Supervision by a briefed adult provided at all times and assistance provided if needed.</li> </ul>	Medium

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

<b>Primary Risk Category</b> <small>(Refer Table 1.)</small>	<b>Risk description.</b> What and how can it happen	<b>Likelihood</b> <small>(Refer Table 2)</small>	<b>Consequence</b> <small>(Refer Table 3)</small>	<b>Level of Risk</b> <small>(Refer Table 4)</small>	<b>Management.</b> Including existing Control measures to eliminate or reduce the risk. <b>Note:</b> Once the risk management measures listed below are all risks described in column 2 will be reconsidered as having Level of Risk".	<b>Priority</b>
6.	Hypo/hyperthermia and exposure	D	3	Medium	<ul style="list-style-type: none"> <li>• Instructors should ensure that the group is appropriately clothed for the weather. (e.g. Waterproofs, hat, gloves, warm clothes, sun-lotion etc.)</li> <li>• Instructors should ensure that group is appropriately hydrated and monitor the state of all individuals within the group.</li> <li>• Instructors should be prepared to stop or have a break during the session if necessary.</li> <li>• Attempt to provide shade/shelter when the weather is extreme (shade tents ect)</li> </ul>	Medium
7.	<b>Bullying/emotional trauma from peers</b>	C	1		<ul style="list-style-type: none"> <li>• Instructor should monitor group interactions and be capable of moving the group through the exercise if frustrations arise.</li> <li>• Any peer to peer behaviour that becomes inappropriate should be halted immediately.</li> </ul>	
8.					<ul style="list-style-type: none"> <li>•</li> </ul>	
9.					<ul style="list-style-type: none"> <li>•</li> </ul>	