

# Tinaroo Environmental Education Centre

## Curriculum Activity Risk Assessment

### Activity Details

CARA Creation Date: 29-Jan-2021			
Activity:	<b>Other</b>	Activity Name:	<b>Raft Building</b>
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:	Raft Building - Students are given various pieces of equipment to construct, in small groups, a raft. • 3 types of rafts can be constructed at TEEC: Tarp Raft (Plastic drums, tarp and ropes), Canoe Raft (3 canoes, poles and ropes) and Traditional Raft (Plastic drum, poles and ropes).		
Inherent Risk Level:	Medium		
Inherent Risk Level Description:	Some chance of an incident and injury requiring first aid		
Start Date:	Friday, 01 January, 2021	End Date:	Friday, 31 December, 2021
On School Grounds:	No	Is parental permission required for this activity?	Yes

### Mandatory/Special Requirements

Provide information about mandatory/special requirements for each activity that is to occur in the Other Details box below.

Check if relevant Codes of Practice/[CARA activity guidelines](#) exist for each activity and ensure the minimum requirements are met.

Lifejackets to be worn by students and a safety (power) boat and/or sit on top kayaks will be available for safety management during the rafting activity

### Risk Management Details

#### Supervision Requirements

Provide information about supervision for each activity that is to occur in the Other Details box below.

Check if relevant Codes of Practice/[CARA activity guidelines](#) exist for each activity and ensure the minimum supervision requirements are met.

Qualified TEEC Teaching Staff and visiting Class Teachers will supervise the raft building activity. A safety (power) boat and/or sit on top kayak will be available for safety management during the rafting activity

Correct manual handling of poles and drums will be demonstrated to students by the supervising teacher. The tying of suitable knots will be demonstrated by the supervising teacher. Supervising teacher will check safety of constructed raft before students use it in the water

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### Qualification Requirements

Provide information about the leader/supervisor's relevant qualification and/or competence for each activity that is to occur in the Other Details box below.

Check if relevant Codes of Practice/[CARA activity guidelines](#) exist for each activity and ensure the minimum qualification requirements are met.

All instructors are Tinaroo EEC teachers who have been assessed as competent to lead sessions through TEEC staff induction and annual validation process and Certificates of Attainment.

One teacher present will hold a RMDL as a minimum.

One teacher present will have current First Aid/CPR certification.

The Supervising teacher will have previous experience in the construction of rafts

### Equipment/Facility Requirements

Provide information about equipment/facilities for each activity that is to occur in the Other Details box below.

Check if relevant Codes of Practice/[CARA activity guidelines](#) exist for each activity and ensure the minimum equipment/facility requirements are met.

Students will wear PFDs, sun smart clothing, hats and closed shoes whilst participating in this activity

### Hazards and Control Measures

Provide information about the identified risks and planned control measures for each activity that is to occur in the Other Details box below.

Check if relevant Codes of Practice/[CARA activity guidelines](#) exist for each activity. Information on managing common hazards and risks in the school environment can be found at [Hazards and Risks](#).

Carrying wooden spars - Students are instructed to take care when carrying the wooden spars and to look out for others when they are moving them from one location to another.

Drowning -

Students always wear a PFD when operating the raft on the water. A buoy is often used to mark the rafting area on the water.

Clear instructions are given to students as to where they are able to paddle the raft and what to do if the raft dismantles.

Rope injuries - Students are instructed in how to tie and use safe practices when using ropes.

Students are supervised to ensure safe practices are followed during the activity.

Drum injuries -

When the raft is floating the plastic drums can come loose and pop upwards rapidly. Students are warned to be aware of this.

Crush injuries - Students are warned about the risks of fingers or limbs being crushed between spars.

### Staff/Other Participants

Family Name	Given Name	Type	Other Participants Role
Chan	Selina	Staff Member	N/A
Crosby	Bret	Staff Member	N/A
Dilger	Darryl	Staff Member	N/A
Harrison	Philip	Staff Member	N/A
Holcroft	Kimberley	Staff Member	N/A
Lazaredes	Louka	Staff Member	N/A
MacGregor	Peter	Staff Member	N/A

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Marsh	Matthew	Staff Member	N/A
Watson	Dayna	Staff Member	N/A

### 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.

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Additional equipment and TEEC staff are occasionally employed with students with special needs. The exact modifications to this activity are dependant on the precise requirements of the student concerned.

### Monitor and Review

TEEC Teachers will informally evaluate the activity before/during and after each program