

Giant Seesaw (PAPY) rev 2

Description

A large platform on a fulcrum on which participants must stand upon, achieve balance, and perform a series of tasks.

Preparations

- Remove all debris/trip hazards from platform and surrounds.
- Check platform movement.
- Check for snakes or wildlife underneath the platform.

Facilitator notes

Additional challenges ordered in increasing difficulty.

- Turn and all face the same direction.
- Leave the platform in the same order that it was entered.
- Create time limits.
- Move to the opposite side of the platform.
- Line up across the platform by birthday, height, etc
- Bring a bucket of water and enough plastic cups for each participant and get them to balance a cup of water on their head once they begin the activity.

Framing in increasing age appropriateness

- All participants are penguins trying to balance on an iceberg watching out for a hungry leopard seal.

If scoring is being used

- +1 point for each participant on platform (take the highest score/best attempt)
 - 1 point for each time the platform touches the ground.
- A score (out of 5) will be given to the team by the facilitator for teamwork, planning and communication and overall encouragement to the group.

Risk Assessment

| Risk | Response |
|--|--|
| Facilitators responsibility | |
| Tripping on platform | Make sure all debris is removed prior to start of activity. |
| Participant responsibility | |
| Toes/foot being crushed by platform | Require the group to stay in their lines and at least 2 meters from platform at all times while on the ground. |
| Falling off platform | No hands in pockets or crossed arms. All movement to be slow and controlled. |
| People falling off balance from others jumping off | Entry and exit of the platform must ONLY be via the fulcrum |



(Possibility)

The giant seesaw activity is one of our most challenging group activities here. It is going to give us the opportunity for our team to grow stronger through calling upon our **communication** skills. It will also provide the space for **leaders** and **problem-solvers** to emerge. If we all actively take part, we will come out as a **stronger team** and better team members.

(Ask)

For us to be successful, we need everyone to be an active participant, even if you are waiting for your turn. Each and every one of us needs to be curious and think about how the team could improve. When you have an idea, share it with others. And when someone is sharing an idea, make sure you give them respect by listening and considering the idea. If we decide to try out a new way of doing things, have the patience to see how it goes. And throughout it all let's support each other and provide encouragement! If we can do that, I know we'll do well.

(Process)

So, what we need to do is get the entire team onto the giant seesaw and move to the ends whilst making sure it doesn't hit the ground. Here's some tips on how the best teams do it.

1. First, split two groups and line up on either side of the fulcrum, 2 meters away from the platform.
2. When you reach the front of the line, step onto the seesaw from the fulcrum the same time the other person on the opposite side of the seesaw does.
3. Working together with your team member, you'll slowly move to opposite ends of the seesaw whilst keeping it from touching the ground. You will really need to focus here. Once you reach the end place at least 5 toes over the edge.
4. When that is done, and the seesaw is balanced the next pair can step on via the fulcrum. Make sure your movements on the platform are slow and controlled.
5. Once everyone is on the seesaw, we will take the challenge to another level!
(See facilitator notes for challenges).

(You/Debrief/Transfer)

What did we do well?

When were we most challenged? How did we get through that?

What could we agree to improve for the next team challenge?



Journey Piece (Rev 1.0)

Purpose

Creativity
Teamwork
Planning

Description

A large Blank Canvas or Trophy piece is given to the group to decorate. Each group will contribute to the piece with something that represents their journey on camp.

Objectives

To specifically engage the creative participants and to create an art piece with collective creative effort that symbolizes all of the group's journeys on camp, so they may take it with them to remember their experiences and consolidate their learning.

Rules

- Don't take up too much canvas space, be aware of how many other groups will need to contribute.
- Use planning time to brain storm idea's and divide participants into smaller groups if necessary to work on idea's.
- Discuss final outcome of brainstorming.
- Assign groups to each task, and encourage foraging for natural mediums (sticks, flowers, leaves etc.)
- Make sure the group cleans up after themselves, washing paintbrushes and putting lids back on paints, glue and textas so they are ready for the next group.

Considerations

- Make sure each group doesn't take up too much space with their contribution. Encourage the group to use natural mediums as well, such as dirt, charcoal, leaves etc.
- If your group is beginning the piece and has not yet done any activities, get them to help 'set up' the lay out, such as adding their schools or business' name, the Camps name etc. They can also add anything they see visually such as the tee-pees, fireplace etc.
- Please be respectful of the contributions that have come before you
- ***If a flashmob or other activity is run in the same rotation slot, make sure that EVERYONE is included in the journey piece planning then some of them can move onto the other activity. Before the end of the session, those that have been focused on the journey piece need to be brought into the other activity.



Preparations

- Find a suitable space for the project, usually the shelter or tee-pee's.
- Make sure you have a flat surface to work on.
- Bring a crate with paintbrushes, paints, pencils, pens, textas, glue, plastic disposable cups for mixing paints and water, and extra paper for planning. It's a good idea to bring some paper towel too.
- Bring the glue gun and ensure the battery is charged.
- Bring projector and tripod and keyboard (or i-pod and dock) for music or flashmob.
-

Risk Assessment

Handling of glue or scissors should be supervised if participants are young. Supervise any foraging for mediums and warn kids about snakes and the quarry if near it.

(If Scoring Points) Success Criteria and Scoring

Take a photo of your groups contribution

Points or reward can be awarded for the best effort

Activity: Zipline

Last Updated: 20220901- BA

Reviewed: 20230831- MB

Description of the physical aspects of the activity:

This activity is designed to allow participants to glide along a zipline to a platform – an amusement ride that permits the forward progression of the participant.

Objectives/Outcome:

The aim of the activity is to provide the participant with an experience at a thrilling height where they will speed through the forest canopy. By the end of the ride participants will have:

- Interacted with the environment, particularly enhancing their senses - wind, forest smells, insects (touch, taste, smell, sight, hearing)
- Experienced a sense of personal achievement
- A can do attitude
- Awareness of isolation and overcoming fear

| OPERATIONAL DETAIL | | SUITABLE FOR TARGET GROUPS | | STRONG ON OUTCOMES IN AREAS | |
|----------------------------------|-----|----------------------------|---|-----------------------------|---|
| Min Participants | 1 | Primary Schools | x | Leadership | |
| Max Participants | 1 | Adolescent | x | Teamwork | |
| Time Per Pax (Min) | 3m | Adult | x | Planning | |
| Time End to End for 15 pax (Min) | 45m | | | Communication | |
| Suitable For Indoor | | Physically Disabled | | Valuing Diversity | |
| Suitable for Outdoor | x | Intellectually Disabled | x | Values Exploration | x |
| | | | | Comfort Zone Physically | x |
| | | | | Comfort Zone Emotionally | x |
| | | | | Fun/Energetic | x |

PART A – Getting Ready

Equipment Required

Participant

- Full-body harness
- Helmet
- Set of lanyards w/ Headrush Impact Trolley

Instructor Dismount

- Instructor helmet
- Harness (refer to daily roles allocation sheet)
- Box No. ___ with gate padlock, hook
- Dismount ladder for unhitching zip line participant
- UHF Radio and Holster

Safety & Readiness Check

- Visually inspect the course for anything that looks abnormal or may have changed
- Visually inspect surrounding trees and element for safety hazards
- Check immediate surrounding area as well as below Centre Fall that it is free of hazards (such as large sticks etc).
- Ensure all equipment is fastened to the home tree
- The zipline retrieval rope must be in place EVERY time a participant takes the zipline. If use, the retrieval rope is to be returned to the Home Tree by running it back up the cable and then being removed and tethered by the Home Tree facilitator. This procedure helps reduce the potential for the retrieval rope not to be reset
- Any items taken to the Home Tree by a facilitator **MUST BE TETHERED**
- A supervisor must complete final inspection and assess that the element is ready for use
- Sign off on Ropes Log for set up

Setup

- Take dismount ladder to dismount platform
- Clear platform
- Check brake return

PART B – Running The Activity

Client Group Briefing

Harness and Helmet fitting

Participant Safety Briefing

Prior to commencing ropes course - Once you reach the home tree a facilitator will greet you at the gate. It is here they will attach you to a safety line before you are allowed on the zipline platform and allowed to go. Please listen carefully to the facilitator at the home tree, as they will direct you through the process of the zipline.

At Home Tree – Please wait here (at gate) until the safety lanyard is attached. Firstly I'll get you attached, then before you go you will need to have your hands on the handles here and here (show on trolley), do not at any stage grab the cable. On my command you may lean back into your harness and lift/push off with your feet in order to start ziplining. Once you reach the bottom platform wait for the facilitator to give you further instruction, before trying to dismount.

At Dismount Platform – Put your feet onto the ladder and stand. Please hold the ladder whilst I disconnect you from the cable. Once you are disconnected stand on the platform with one hand on the handrail. Once I have detached the trolley I will put it in a bag, and you may take it to the staff member underneath the hometree.

Additional KFAC Facilitator Briefing Notes

The zip line has a degree of risk that requires a diligent approach to control the level of risk.

Zipline is to be referred to as ZIPLINE and not as Flying Fox. When you are stationed at the Zipline Platform you must wear the shock cord tether at all times. The yellow dot technique must be followed when using the ladder to get the participants off the zipline.

Dismount Platform –

The zip line participant will approach the platform at speed before engaging in the braking system bringing them to a complete stop. At this point the KFA Instructor will reach out and grab the participant’s lanyards to the safe position and attach the safety lanyard to the braking system. Next bring the A frame ladder, walking backwards, to the pre-marked position, with the instructor climbing on the opposite side to the participant, in view of the hometree instructor. When the participant is standing stable on the ladder remove the two carabiners from their harness and instruct them to climb down to the platform and go to the handrail. Next, remove the pear carabiner from the zipline cable then the oval carabiner from the bottom of the trolley. You can now remove the trolley by first lifting the braking bar and then sliding the trolley out sideways (It is easier if you have flipped the two black handles into their inward position). Put the trolley and lanyard into the canvas bag for the participant to take to the instructor at the climbing centre. The trolley will be returned to the home tree via the quick jump system.

1. Remove the brake-restraining leash; clip it back through the eyelet.
2. Place the ladder back in the marked area in the corner.
3. Clear the platform of observers to behind the observation line.
4. Then place the brake-restraining leash into the orange/green flag. (Showing Green)
5. Radio the home tree with “ZiplinePlatform Clear”.

Note: Any spectators on the platform must stay on the steps or behind the yellow ‘observers’ line.

DEECD Risk Register

... On the following page. For further detail on how to interpret this Risk Register, see /KFA/Operations/SOPs/SOP Master.doc

KFA Risk Triggers

... On the following page.

| Risk Description | PHYSICAL RISK Stop Activity Triggers | PHYSICAL RISK Rescue Triggers | PHYSICAL RISK Close Activity Triggers | Program Outcome Compromised Close Activity Triggers |
|--|---|--|--|--|
| Lightning/Thunder | X | | | |
| Participant does not make it all the way onto platform | | X | | |
| Damage to element - fallen tree limbs, frayed cable, | | | X | X |

PART D – Wrapup

Close Down Activity Between Group Usage

- Remove the brake-restraining leash from the flag. (Showing Orange)
- Then lock the gate to the platform.

Packup Equipment - Close Down Activity Entirely

- Remove the brake-restraining leash from the flag. (Showing Orange)
- Ensure that the ladder is returned to storage container.
- Also returns lock the gate on the platform.
- Take Box No. __ back to storage container.

Reporting/Logging

Compliance Reporting

- Ensure that the ropes supervisor has completed the ropes log for the day
- Any maintenance/safety issues to be reported to supervisor

Maintenance Reporting

- Monthly aerial inspections will be carried out by a Supervisor to ensure all equipment is still in decent operational condition.
- Annual inspections will be carried out as per the Australian standard.
- All inspections and maintenance will be noted in the ropes course log.

PART E – Other Resources

Training

A training video for harness and helmet fitting can be found on continuous loop in the climbing container.

Product manuals

Zipline trolley - https://headrushtech.com/collateral/manuals/zipSTOP_Impact-Trolley_Manual_headrushtech.pdf

Activity: Home Tree (Quick Jumps (Freefall) & Zipline)

Last updated: 20230227

Reviewed: 20230831-MB

Description of the physical aspects of the activity:

This activity requires participants to jump from a 10m platform using quick jumps, these belay devices allow for the participant to have some free fall before belaying the participant down to the ground. This is also the launch platform for the zipline.

Objectives/Outcome:

The aim of the activity is to allow the participant to experience a thrilling experience at height. By the end of the experience participants will:

- Interacted with the environment, in particular enhancing their senses - wind, forest smells, insects
- Have a sense of personal achievement
- Challenged them selves and extended their comfort zone

| OPERATIONAL DETAIL | | SUITABLE FOR TARGET GROUPS | | STRONG ON OUTCOMES IN AREAS | |
|----------------------------------|-----|----------------------------|---|-----------------------------|---|
| Min Participants | 1 | Primary Schools | x | Leadership | |
| Max Participants | 2 | Adolescent | x | Teamwork | |
| Time Per Pax (Min) | 2m | Adult | x | Planning | |
| Time End to End for 15 pax (Min) | 10m | | | Communication | |
| Suitable For Indoor | | Physically Disabled | x | Valuing Diversity | |
| Suitable for Outdoor | x | Intellectually Disabled | x | Values Exploration | |
| | | | | Comfort Zone Physically | x |
| | | | | Comfort Zone Emotionally | |
| | | | | Fun/Energetic | x |

PART A – Getting Ready

Equipment Required-Activity Setup

Instructor

- Harness (refer to daily roles allocation sheet)
- Wearing Instructor helmet
- Safety lanyard
- UHF Radio and holster
- Box NO. ___ with Rescue Kit, EALS, JNR Lanyards & Zipline Rescue Device flaked out on top.
- X3 Zipline Trollies

Equipment Required-Participants

Helmet

Fullbody Harness

Safety & Readiness Check

Ensure that the participant have Helmet & Harness correctly fitted, the connection for safety lanyards and quick jump are functioning and the participant is connected. (HHCC)

Any TruBlu or Quickjump that is to be used must be fully pulled out, visually checked and allowed to retract under a light tension. This should be done fully twice. The webbing must never touch the ground, it must be flaked onto a floor, in a clean tub or on a clean triangle.

At pack up time the same procedure must be followed twice.

Any issues of visual, sound or tension changes must be reported to the Program director or Day Supervisor.

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NEVER, NEVER allow any slack in Trublu or Quickjump webbing to occur before or during a climb o jump. This includes gathering up slack or running off the platform or jumping UP before leaving the platform. This will lead to a “shock load” which damages the webbing AND the unit.

ANY items taken to the Home Tree by a facilitator MUST BE TETHERED.

Hometree operator MUST fully check 1, 2,3 before they acknowledge sending a participant down.

- 1/. Sign is green
- 2/. Ladder is in the corner facing the right way
- 3/. Zipstop brake is along the cable in the correct position

Hometree operator MUST deal with any Pandas in the Climbing Centre or Zipline Platform

Setup

- Unlock gate
- Ensure that platform is free of debris
- Check that the safety lanyards and carabiners (including quickjumps) are all functioning
- Continue to check QUICKJUMPS by pulling out the entire webbing twice and allowing the webbing to retract with tension.
- Ensure that gate remains closed
- Hang up zipline bags
- Fill BOX No. ___ with the required gear

PART B – Running The Activity

Client Group Briefing

QUICKJUMPS:

- Connect participant onto safety lanyard.
- Note the method in which they can dismount (front attachment only, standing, standing backwards, jumping or sitting)
- Connect participant to the quick jump. Shorter carabiner to silver ring on harness and longer carbiner through webbing under silver ring. Check underneath platform is clear.

- IF CLEAR, then proceed to disconnect safety and inform participant that it is clear to jump.

ZIPLINE:

- Push forward the trolley safety lanyard.
- Set up trolley on zip line.
- Connect participant onto safety lanyard and attach storage bag to participants gear loop.

This is the quick jump, today you have a 2m free fall. You will simply approach the edge of the platform and jump out, to experience an adrenalin rush. Remember, as you approach the gate at the hometree you are to wait there for further instructions from the facilitator. At no stage are you to touch any connections to your harness.

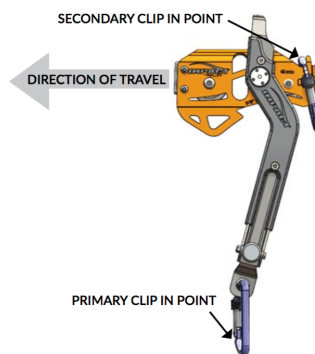
Facilitator at hometree- Please wait until I attach you onto the safety line before moving out onto the platform. Ok, wait there while I connect you. You may choose to stand, sit, step off or go off backwards. Ok now you can move to the edge and go when you're ready.

Zipline Attachment Point (Home Tree) –

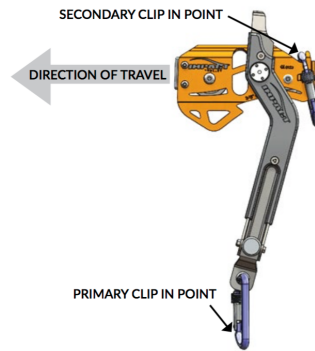
Once a participant reaches the gate at the home tree you must first attach the participant to a safety line. Zipline attachment is ONLY from the front. Main load bearing strop is through attachment ring and backup strop is through webbing. Next ask the participant to stand underneath the zipline; here you will begin to attach their trolley to the cable, ensuring it is behind a separate safety line (ensuring the trolley can't be sent down the zipline) and facing the correct way (see image below).



Next attach the primary connection (short lanyard) into the handle, ensuring the carabiner goes through both sides (see image below).



Then attach the secondary connection to the top of the Trolley, ensuring the carabiners gate is facing opposed to that of the primary connection (see image below).



From here you can unclip the trolley leash from the main cable, whilst still keeping the participants safety lanyard to the hometree attached.

Radio through to the zipline platform, using the call: “Zipline platform, this is hometree. Zipline platform are you clear to go?” upon response in the form of: “Zipline platform is clear and ready to go”. You may unhook the safety carabiner and send the participant down the zipline.

PART C – Risk Management

DEECD Risk Register

.... On the following page. For further detail on how to interpret this Risk Register, see /KFA/Operations/SOPs/SOP Master.doc

KFA Risk Triggers

.... On the following page.

| Risk Description | <u>PHYSICAL RISK</u> Stop Activity Triggers | <u>PHYSICAL RISK</u> Rescue Triggers | <u>PHYSICAL RISK</u> Close Activity Triggers | <u>Program Outcome Compromised</u> Close Activity Triggers |
|--|--|---|---|---|
| Lightning/Thunder | X | | | |
| Participant not taking instructions appropriately | X | | | |
| Damage to element - fallen tree limbs, frayed cable, | | | X | |
| | | | | |
| | | | | |

PART D – Wrapup

Close Down Activity Between Group Usage

- Close & Padlock gate

Close Down Activity Entirely - Pickup Equipment

- Take down Rescue Kit, EALS, JNR Lanyards & Zipline Rescue Device
- Check that the safety lanyards and carabiners are all functioning
- Continue to check QUICKJUMPS by pulling out the entire webbing twice and allowing the webbing to retract with tension.
- Close & Padlock gate

Reporting/Logging

Compliance Reporting

- Ensure that the ropes supervisor has completed the ropes log for the day
- Any maintenance/safety issues to be reported to supervisor

Maintenance Reporting

- Monthly aerial inspections will be carried out by a Supervisor to ensure all equipment is still in decent operational condition.
- Annual inspections will be carried out as per the Australian standard.
- All inspections and maintenance will be noted in the ropes course log.

PART E – Other Resources

Training

- To run this activity at a minimum you will have a High Ropes Conductor Certificate and there will, be a Supervisor present on site.
- You will have also participated in the KFAC in-house training for this activity and be familiar with this SOP and its supporting SOP's

Activity - Hiking & Camping

| Hazard | Real Risk | | | | Control Measures Steps taken to reduce risk | Implementation How control measures are put into action | Residual Risk | | | | Emergency response risk-specific steps should an emergency occur Always follow DRs ABCD in an emergency |
|------------------------------|-----------|---|---|---|--|---|---------------|---|---|---|--|
| | L | M | H | E | | | L | M | H | E | |
| Steep or slippery conditions | | M | | | <ul style="list-style-type: none"> - Correct footwear and clothing is worn - Use correct walking techniques when on technical terrain - If preferred use waking aids such as poles - Identify and avoid slipping and tripping hazards on trail | <ul style="list-style-type: none"> - JDP to provide clothing and equipment checklist prior to trip - Facilitator must brief all participants on activity prior to beginning - Facilitator must monitor participants during activity - Facilitator must change or abort route if conditions are unsafe | L | | | | <p>In case of head injury:</p> <ul style="list-style-type: none"> - Dial 000 if there has been a loss of consciousness or altered consciousness at any time, no matter how brief - Ensure that the airway is clear - Protect the neck whilst maintaining a clear airway - Identify and control any significant bleeding with direct pressure if possible |
| Physical over-exertion | | M | | | <ul style="list-style-type: none"> - Do not hike in weather conditions outlined in the location HIRA - Plan route and research trail difficulty before walk - Modify plans if walk is more difficult than anticipated - Monitor slower walkers to ensure trail is suitable for everyone | <ul style="list-style-type: none"> - Journey ground support must provide forecasts to facilitator - Facilitator must brief all participants on activity prior to beginning - Facilitator must monitor participants during activity - Facilitator must change or abort route if too difficult - Facilitator must tailor walk to the least physically fit | L | | | | <p>For suspected heart attack:</p> <ul style="list-style-type: none"> - Stop the Patient from what they are doing - Make Patient rest in a comfortable position - Check if uses medication, specifically for chest pain - Dial 000 if symptoms are severe, get worse quickly or last longer than 10 minutes. - If practical and resources allow, locate the closest AED and bring it to the person |
| Knife cuts (cooking) | | M | | | <ul style="list-style-type: none"> - Always observe correct cutting technique - Always use sharp knives - Always cut on a flat surface - Always be aware of surroundings when handling knives - Always hold knife safely when walking and never run - Do not use knives for purposes other than prearing food - Never use a knife without adequate light | <ul style="list-style-type: none"> - Facilitator must brief all participants on activity prior to beginning - Facilitator must monitor participants during activity or delegate responsibility - Facilitator must monitor location and sharpness of knives | | M | | | <ul style="list-style-type: none"> - Apply firm, direct pressure to stop the bleeding - Pressure can be applied using hands or a pad over the bleeding point - If bleeding continues, apply a second pad and a tighter bandage over the wound - If bleeding still continues, check that the pad and bandage are correctly applied, directly over the bleeding - Applying firmer pressure, only using 1 to 2 pads over a small area will achieve greater pressure over the bleeding point than continuing to layer up further pads |
| Burns (cooking and campfire) | | M | | | <ul style="list-style-type: none"> - Never sit cross legged while cooking on a camp stove - All fires for cooking or otherwise must be attended at all times - Sticks placed in the fire must not be removed - Fires must never be lit with accelerants - Water sufficient to extinguish camp fires must always be present - Alcohol for stoves must never be kept in the cooking area - Stoves must never be refueled in the cooking area - Any significant spilt alcohol must evaporate before lighting stove - Always use pot holders to place and remove pots and lids - Extinguish stoves using a simmer ring or burner lid - Never blow on exposed alcohol to extinguish it | <ul style="list-style-type: none"> - Facilitator must brief all participants on activity prior to beginning - Facilitator must monitor participants during activity - Facilitator must monitor location and use of fuel - Facilitator must monitor use of matches and lighters - Facilitator must prepare the cooking/fire area before activity - Facilitator must monitor individual use of stoves | L | | | | <ul style="list-style-type: none"> - Cool burns with cool running water - Remove rings and other constricting items from the affected area - Remove wet, non-adherent clothing - Cover the burnt area with a loose non-stick dressing - Plastic cling film is ideal - Cover unburnt areas and keep the Patient warm - Where feasible elevate burnt limbs - Do not peel off stuck clothing - Do not use ice or ice water to cool the burn - Do not break blisters. - Do not apply anything to burn other than hydrogel |
| Tree limbs falling | | | H | | <ul style="list-style-type: none"> - Never camp or remain under dead tree limbs - Never camp or remain under trees known to drop limbs | <ul style="list-style-type: none"> - Facilitator must brief all participants on risk prior to activity - Facilitator must monitor tent setup and locations | L | | | | <p>In case of head injury:</p> <ul style="list-style-type: none"> - Dial 000 if there has been a loss of consciousness or altered consciousness at any time, no matter how brief - Ensure that the airway is clear - Protect the neck whilst maintaining a clear airway - Identify and control any significant bleeding with direct pressure if possible |

| Hazard | Real Risk | | | | Control Measures Steps taken to reduce risk | Implementation How control measures are put into action | Residual Risk | | | | Emergency response risk-specific steps should an emergency occur Always follow DRs ABCD in an emergency |
|---------------------------|---|---|---|---|--|--|---------------|---|---|---|--|
| | L | M | H | E | | | L | M | H | E | |
| Lost person | | M | | | <ul style="list-style-type: none"> - Always stay with a partner, especially at night - Tell someone where you are going if leaving the group - Remain in the one location when lost - Use a whistle to signal you are lost - Listen and respond to other whistle signals - Always have a torch at night | <ul style="list-style-type: none"> - Facilitator briefs participants on lost procedure before arrival - Facilitator must count and track participants - Facilitator should identify locations that pose risk to lost person - Facilitator should always be alert to lost signals | L | | | | <ol style="list-style-type: none"> 1. Use a whistle or shouting to call the lost person 2. Visit the last known location of the lost person 3. Search high risk areas immediately such as ocean 4. Search high interest areas such as forest 5. Contact Journey ground support 6. Dial 000 at any point if appropriate |
| Covid case | | M | | | <ul style="list-style-type: none"> - Observe current state and national covid requirements - Test immediately if unwell with flu-like symptoms - Cough into the crook of your arm - Reduce time in confined spaces with other people - Pack a mask for use if symptoms arise - Use hand sanitiser before meals and cooking | <ul style="list-style-type: none"> - JDP to provide clothing and equipment checklist prior to trip - JDP to provide facilitators with group hand sanitiser - Facilitators to distribute hand sanitiser before meals - Facilitator monitors participants for symptoms of covid - Facilitator should test participants displaying symptoms - JDP ground support will arrange evacuation if case presents | L | | | | <ol style="list-style-type: none"> 1. Patient must wear a mask 2. Patient must social distance and isolate 3. Patient must cease all communal activities and sharing 4. Arrange food and care for Patient till removal from group 5. Patient/s is/are to be removed from the group by the onground support team and be under the supervision of a female JDP staff member until handing over to school/parent/guardian. 6. Independant overnight supervised isolation accommodation, hospitality and any endorsed medications will be overseen by the supervising female JDP staff member. |
| Evacuation points: | <ol style="list-style-type: none"> 1. If only minor medical condition or a requested evacuation where urgency is low. See EMP for closest evacuation location. Initiate with the onground support team with female KFAC staff member adopting the supervisory role. 2. If a life threatening medical condition, call 000 to arrange response. 3. If patient cannot be moved (e.g. suspected spinal injury, toxic bite/sting) then await ambulance service notified in option 2 via road, boat or air WITHOUT moving the patient save for removing from further danger and treating for the onset of shock. | | | | | | | | | | |
| Site notes | No mobile reception. Use HF radio. Fallback 1 Sat Phone to ground support mobile. Fallback 2 Sat Phone to ground support Sat Phone. Fallback 3 Sat Phone to on call support base. | | | | | | | | | | |

/Volumes/GoogleDrive/Shared drives/GDriveRoot-KFAC/1-KFACamp/24-Experience Development/3-Program Components SOPs Activities/Hiking/[KRWX Overnight Hike Risk Assessment Matrix 20220901 HIRA.xlsx]Activity - Hiking & Camping

Risk Assessment Manual for Treetops Challenge Ropes Course & Centrefall

Updated: 20220901-BA

Reviewed: 20230831-MB

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- 3. Activity Specific Risk Assessment**
- 4. General Risk Assessment**

1. Risk Management – Is the professional responsibility of all staff to ensure the safety of participants, firstly with preventative measures following on to enforcing early action in case ‘risk’ or ‘hazard’ is identified and deemed unsafe or dangerous. As well as having the responsibility to not undertake activities that have foreseeable danger.

- All staff on duty are appropriately trained
- Where safety equipment is provided is to be worn/used
- First aid training for staff working for KFAC
- Ensuring AAAS for challenge ropes course standards and ratios are adhered to
- Ropes Courses are inspected daily by supervisor and ropes logs completed
- Daily briefings for all staff
- All staff are required to have a WWCC

2. KFAC provides comprehensive safety briefings before each activity is conducted. Each briefing is held by a KFAC facilitator who is qualified to conduct challenge ropes activities.

Safety briefing includes:

- Helmet and Harness briefing

- Ensuring that all the participants are correctly fitted (facilitator only)
- Ensuring that clients have filled in the appropriate wavier and emergency contact detail forms.
- Introduction of the course elements, safe zones, rules and the TRUBLUE auto belay systems.
- Explanation of where you MUST wear a helmet at all times, and what to do if you need to remove your harness.

3. Activity Specific Risk Assessment

| Risk Description | Existing Controls | Risk Assessment – with existing controls | | | | Treatment | Actions – post treatment is it safe? |
|---|--|--|---|--|----------------------------------|--|--|
| | | Effectiveness of existing controls | Risk Consequences | Risk Likelihood | Risk Rating | | |
| <i>Describe the risk event, cause/s and consequence/s. For example, Something occurs ... caused by ... leading to ...</i> | <i>Describe any existing policy, procedure, practice or device that acts to minimise the risk</i> | | | | | <i>For those risks requiring treatment in addition to the existing controls. List:</i> <ul style="list-style-type: none"> • What will be done? • Who is accountable? • When will it happen? | <i>Options are: Extreme/High - Do not proceed Medium - Ongoing review required Low - Only periodic review required</i> |
| 1. Finger entrapment | <ul style="list-style-type: none"> • SOP • Brief participants to remove all jewellery • No wrapping rope around hands | Satisfactory Poor Unknown | Severe Major Moderate Minor Insignificant | Almost certain Likely Possible Unlikely Rare | Extreme High Medium Low | Retain risk by informed decision. If risk occurs engage parent or guardian, apply 1 st aid, seek help, follow emergency management plan and fill in required incident reports. | |
| 2. The participant falls from course | <ul style="list-style-type: none"> • SOP • Primary/Sec Attachment Points • Mandatory Training • Participant briefing • Accredited equipment • Yearly reaccreditation | Satisfactory Poor Unknown | Severe Major Moderate Minor Insignificant | Almost certain Likely Possible Unlikely Rare | Extreme High Medium Low | Retain risk by informed decision. If risk occurs engage parent or guardian, apply 1 st aid, seek help, follow emergency management plan and fill in required incident reports. | |
| 3. Entanglement of hair | <ul style="list-style-type: none"> • Briefing explains to tie long hair back • SOP | Satisfactory Poor Unknown | Severe Major Moderate Minor Insignificant | Almost certain Likely Possible Unlikely Rare | Extreme High Medium Low | Retain risk by informed decision. If risk occurs engage parent or guardian, apply 1 st aid, seek help, follow emergency management plan and fill in required incident reports. | |
| 4. Head injury *Falling objects causing injury | <ul style="list-style-type: none"> • No loose equipment to be stored on platforms • Participants briefed on where to observe from • Pre open course checks • All participants must wear a helmet | Satisfactory Poor Unknown | Severe Major Moderate Minor Insignificant | Almost certain Likely Possible Unlikely Rare | Extreme High Medium Low | Retain risk by informed decision. If risk occurs engage parent or guardian, apply 1 st aid, seek help, follow emergency management plan and fill in required incident reports. | |

| | | | | | | | |
|--|--|--|---|--|---|---|--|
| <p>5. Participant Inverting *Incorrect loading of participant * Incorrect fitting of harness</p> | <ul style="list-style-type: none"> SOP Participants wear full body harness Harness fitting brief Harness check | <p>Satisfactory Poor Unknown</p> | <p>Severe Major Moderate Minor Insignificant</p> | <p>Almost certain Likely Possible Unlikely Rare</p> | <p>Extreme High Medium Low</p> | <p>Retain risk by informed decision. If risk occurs engage parent or guardian, apply 1st aid, seek help, follow emergency management plan and fill in required incident reports.</p> | |
| <p>8. Incorrectly fitting harness/helmet falls, strains, abrasions</p> | <ul style="list-style-type: none"> Participant briefing SOP Facilitator checks | <p>Satisfactory Poor Unknown</p> | <p>Severe Major Moderate Minor Insignificant</p> | <p>Almost certain Likely Possible Unlikely Rare</p> | <p>Extreme High Medium Low</p> | | |
| <p>9. Rope burn</p> | <ul style="list-style-type: none"> Participant briefing SOP Briefed not to wrap rope around hands | <p>Satisfactory Poor Unknown</p> | <p>Severe Major Moderate Minor Insignificant</p> | <p>Almost certain Likely Possible Unlikely Rare</p> | <p>Extreme High Medium Low</p> | | |
| <p>10. Impact from another person on ropes course</p> | <ul style="list-style-type: none"> Participant briefing SOP Briefed not to wrap rope around hands Breaking Mechanism Return Trail marked well | <p>Satisfactory Poor Unknown</p> | <p>Severe Major Moderate Minor Insignificant</p> | <p>Almost certain Likely Possible Unlikely Rare</p> | <p>Extreme High Medium Low</p> | | |
| <p>11. Participant not listening to instructions</p> | <ul style="list-style-type: none"> Participant briefing SOP Facilitator Checks Warning on wavier forms | <p>Satisfactory Poor Unknown</p> | <p>Severe Major Moderate Minor Insignificant</p> | <p>Almost certain Likely Possible Unlikely Rare</p> | <p>Extreme High Medium Low</p> | | |
| <p>11. Participant not listening to instructions</p> | <ul style="list-style-type: none"> Participant briefing SOP Facilitator Checks Warning on wavier forms | <p>Satisfactory Poor Unknown</p> | <p>Severe Major Moderate Minor Insignificant</p> | <p>Almost certain Likely Possible Unlikely Rare</p> | <p>Extreme High Medium Low</p> | | |
| <p>12. Participant becomes emotionally distressed</p> | <ul style="list-style-type: none"> Participant briefing SOP Facilitator Checks Warning on wavier forms | <p>Satisfactory Poor Unknown</p> | <p>Severe Major Moderate Minor</p> | <p>Almost certain Likely Possible</p> | <p>Extreme High Medium Low</p> | | |

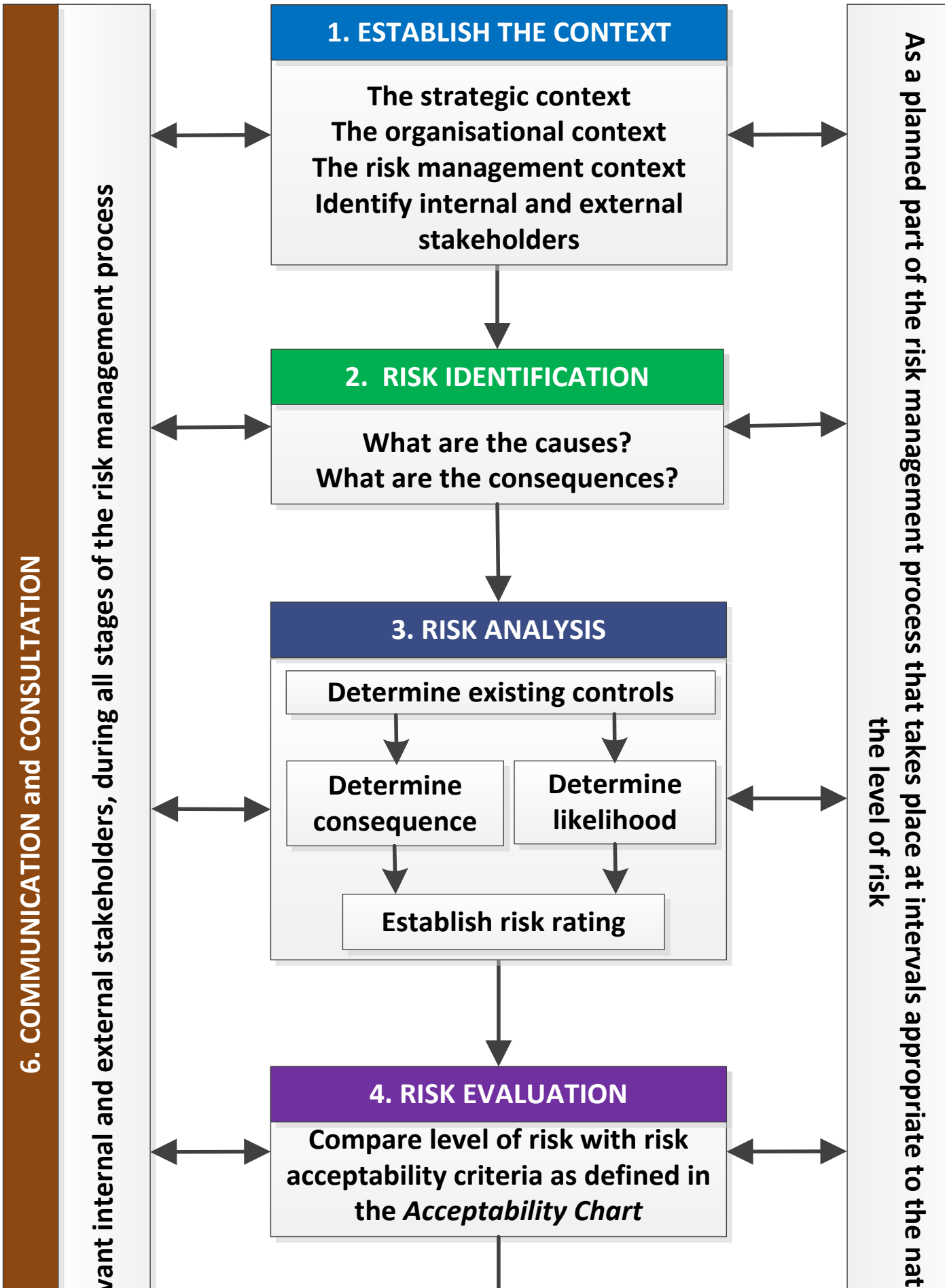
| | | | | | | |
|--|--|--|---------------|------------------|--|--|
| | | | Insignificant | Unlikely Rare | | |
|--|--|--|---------------|------------------|--|--|

4. General Risk Assessment

| Risk Description | Existing Controls | Risk Assessment – with existing controls | | | | Treatment | Actions – post treatment is it safe? |
|---|---|--|---|--|----------------------------------|--|--|
| | | Effectiveness of existing controls | Risk Consequences | Risk Likelihood | Risk Rating | | |
| <i>Describe the risk event, cause/s and consequence/s. For example, Something occurs ... caused by ... leading to ...</i> | <i>Describe any existing policy, procedure, practice or device that acts to minimise the risk</i> | | | | | <i>For those risks requiring treatment in addition to the existing controls. List:</i> <ul style="list-style-type: none"> • What will be done? • Who is accountable? • When will it happen? | <i>Options are: Extreme/High - Do not proceed Medium - Ongoing review required Low - Only periodic review required</i> |
| 1. Fatigue | • | Satisfactory Poor Unknown | Severe Major Moderate Minor Insignificant | Almost certain Likely Possible Unlikely Rare | Extreme High Medium Low | | |
| 2. Dehydration | • | Satisfactory Poor Unknown | Severe Major Moderate Minor Insignificant | Almost certain Likely Possible Unlikely Rare | Extreme High Medium Low | | |
| 3. Thunderstorms | • | Satisfactory Poor Unknown | Severe Major Moderate Minor Insignificant | Almost certain Likely Possible Unlikely Rare | Extreme High Medium Low | | |
| 4. Heavy Rain | • | Satisfactory Poor Unknown | Severe Major Moderate Minor Insignificant | Almost certain Likely Possible Unlikely Rare | Extreme High Medium Low | | |
| 4. Hypothermia | • | Satisfactory Poor Unknown | Severe Major Moderate Minor Insignificant | Almost certain Likely Possible Unlikely Rare | Extreme High Medium Low | | |

| | | | | | | | |
|---------------------|---|---------------------------------|---|--|----------------------------------|--|--|
| 5. Vehicle Accident | • | Satisfactory Poor Unknown | Severe Major Moderate Minor Insignificant | Almost certain Likely Possible Unlikely Rare | Extreme High Medium Low | | |
| | • | Satisfactory Poor Unknown | Severe Major Moderate Minor Insignificant | Almost certain Likely Possible Unlikely Rare | Extreme High Medium Low | | |
| | • | Satisfactory Poor Unknown | Severe Major Moderate Minor Insignificant | Almost certain Likely Possible Unlikely Rare | Extreme High Medium Low | | |

T Risk Process



1. Establish the Context

1. Decide the scope of the activity, including the goals and objectives.
2. Ascertain the internal and external environment (see PESTLE overleaf).
3. Confirm the identity and concerns / issues / expectations of stakeholders.
4. Familiarise yourself with the Department's tools used to identify, analyse and manage risk.

2. Risk Identification

5. Ask yourself the following questions (see SWOT overleaf):
 - What can go wrong? (risks)
 - What would cause it to go wrong? (causes)
 - What are the impacts if it does go wrong? (consequences)
 - What can go right? (value add - opportunity risk)
6. Once all the risks have been identified they should be recorded into a risk register.

3. Risk Analysis

7. For each risk the existing controls currently in place should also be captured.
 - How effective are the controls we have in place? (see control effectiveness chart overleaf)
8. Risk is analysed in terms of consequence (What is the impact of risk?) and likelihood (How likely is the risk to occur? - taking into account the effectiveness of any controls identified in the previous step).
9. Risk consequences are measured using the following descriptive terms:
 - severe, major, moderate, minor, insignificant (see the consequence criteria guide overleaf. It provides the context to select one of the above terms).
10. Risk likelihood is measured using the following descriptive terms:
 - almost certain, likely, possible, unlikely, rare (see the likelihood criteria guide overleaf. It provides the context to select one of the above terms).
11. The risk rating matrix (overleaf) can now be used to combine the selected level of consequence with the selected level of likelihood to determine the overall level of risk.
12. This is called the 'current assessment' (with existing controls).

4. Risk Evaluation

13. Risk evaluation involves comparing the current risk rating found during the analysis process with risk acceptance criteria established by the Department.
14. You should refer to the Acceptability Chart (overleaf) to determine the level of acceptability.
15. The categories of acceptability defined in the Acceptability Chart determine the approach to the management of risk across the Department.
16. Risks rated Low or Medium do not necessarily require further treatments as this level of risk is considered to be acceptable.
17. Risks rated High or Extreme require further treatments to reduce their level of risk to a more acceptable level – (refer to Risk Treatment).

5. Risk Treatment

18. Options for risk treatment include:
 - Share - if practical to do so, share the risk – or some of it (e.g. outsourcing or insurance)
 - Terminate - cease the activity
 - Accept - risk acceptance requires appropriate authority (see the Acceptability Chart to determine whether the risk is acceptable)
 - Reduce - reduce the risk level by applying additional treatments until the risk is acceptable.
19. Risk treatment involves a cyclical process of:

DET RISK MANAGEMENT FRAMEWORK - ASSESSMENT TOOLS

CONSEQUENCE CRITERIA: THIS GUIDE PROVIDES INDICATIVE TERMS AGAINST WHICH THE SIGNIFICANCE OF RISK IS EVALUATED.

| DESCRIPTOR | STUDENT OUTCOMES | WELLBEING AND SAFETY | FINANCE | REPUTATION | OPERATIONS | STRATEGIC |
|----------------------|---|---|--|--|---|--|
| <u>INSIGNIFICANT</u> | <ul style="list-style-type: none"> • <u>EDUCATIONAL OUTCOMES, ENGAGEMENT AND WELLBEING AND PATHWAYS AND TRANSITIONS CAN BE MET WITH WORKAROUNDS</u> | <ul style="list-style-type: none"> • <u>MINOR INJURY REQUIRING NO FIRST AID OR PEER SUPPORT FOR STRESS / TRAUMA EVENT</u> | <ul style="list-style-type: none"> • <u>SMALL LOSS THAT CAN BE ABSORBED</u> | <ul style="list-style-type: none"> • <u>INTERNAL IMPACT (NO EXTERNAL IMPACT)</u> | <ul style="list-style-type: none"> • <u>SCHOOL OPERATIONS CONTINUE WITH SLIGHT INTERRUPTIONS TO NORMAL ACTIVITIES</u> | <ul style="list-style-type: none"> • <u>GOALS, TARGETS AND KEY IMPROVEMENT STRATEGIES CAN BE DELIVERED WITH INCONSEQUENTIAL IMPACTS</u> |
| <u>MINOR</u> | <ul style="list-style-type: none"> • <u>EDUCATIONAL OUTCOMES, ENGAGEMENT AND WELLBEING AND PATHWAYS AND TRANSITIONS ACHIEVED BUT BELOW TARGETS</u> | <ul style="list-style-type: none"> • <u>INJURY / ILL HEALTH REQUIRING FIRST AID</u> • <u>PEER SUPPORT FOR STRESS / TRAUMA EVENT</u> | <ul style="list-style-type: none"> • <u>LOSS OF 'CONSUMABLE' ASSETS,</u> • <u>< 2% DEVIATION FROM BUDGET</u> • <u>MINOR FRAUD POSSIBLE</u> | <ul style="list-style-type: none"> • <u>ADVERSE COMMENTS LOCAL COMMUNITY MEDIA</u> • <u>SHORT TERM STAKEHOLDER DISSATISFACTION / COMMENT</u> | <ul style="list-style-type: none"> • <u>SOME SCHOOL OPERATIONS DISRUPTED</u> • <u>MINOR WORKAROUNDS RETURN SCHOOL TO NORMAL OPERATIONS</u> | <ul style="list-style-type: none"> • <u>MINOR WORKAROUND NEED TO BE IMPLEMENTED TO DELIVER THE SSP GOALS, TARGETS AND KEY IMPROVEMENT STRATEGIES</u> |
| <u>MODERATE</u> | <ul style="list-style-type: none"> • <u>STUDENTS' OVERALL LEVELS OF LITERACY AND NUMERACY STATIC</u> • <u>INCREASING TRUANCY</u> • <u>PARTIAL ACHIEVEMENT OF TARGETED PATHWAYS AND</u> | <ul style="list-style-type: none"> • <u>INJURY / ILL HEALTH REQUIRING MEDICAL ATTENTION</u> • <u>STRESS / TRAUMA EVENT REQUIRING PROFESSIONAL SUPPORT</u> | <ul style="list-style-type: none"> • <u>LOSS OF ASSETS</u> • <u>2% - 5% DEVIATION FROM BUDGET</u> • <u>EXTERNAL AUDIT MANAGEMENT LETTER</u> | <ul style="list-style-type: none"> • <u>EXTERNAL SCRUTINY E.G. VAGO</u> • <u>ADVERSE STATE MEDIA COMMENT</u> • <u>STAKEHOLDER RELATIONSHIP IMPACTED</u> | <ul style="list-style-type: none"> • <u>KEY SCHOOL OPERATIONS TEMPORARILY DISRUPTED</u> • <u>SCHOOL LEADERSHIP TEAM MEETS TO RETURN SCHOOL TO NORMAL OPERATIONS</u> | <ul style="list-style-type: none"> • <u>CONSTANT CONSULTATION WITH KEY STAKEHOLDERS NEEDS TO BE MAINTAINED TO DELIVER THE SSP GOALS, TARGETS AND KEY IMPROVEMENT STRATEGIES</u> |

| | | | | | | |
|---------------|---|---|--|---|---|---|
| | <u>TRANSITION</u> | | | | | |
| <u>MAJOR</u> | <ul style="list-style-type: none"> • <u>NATIONAL TARGETED IMPROVEMENTS NOT ACHIEVED</u> • <u>PARTIAL ACHIEVEMENT OF TARGETED LEARNING OUTCOMES</u> • <u>STUDENT DISSATISFACTION WITH ACCESS TO PATHWAYS / TRANSITIONS</u> | <ul style="list-style-type: none"> • <u>INJURY / ILL HEALTH REQUIRING HOSPITAL ADMISSION</u> • <u>STRESS / TRAUMA EVENT REQUIRING ONGOING CLINICAL SUPPORT</u> | <ul style="list-style-type: none"> • <u>LOSS OF SIGNIFICANT ASSETS</u> <ul style="list-style-type: none"> • <u>6% - 15% DEVIATION FROM BUDGET</u> • <u>EXTERNAL AUDIT QUALIFICATION ON ACCOUNTS</u> • <u>HIGH END FRAUD COMMITTED</u> | <ul style="list-style-type: none"> • <u>EXTERNAL INVESTIGATION</u> • <u>ADVERSE COMMENTS NATIONAL MEDIA</u> • <u>STAKEHOLDER RELATIONSHIP TENUOUS</u> | <ul style="list-style-type: none"> • <u>WHOLE OF SCHOOL OPERATIONS DISRUPTED</u> • <u>ASSISTANCE SOUGHT FROM REGIONAL OFFICE</u> | <ul style="list-style-type: none"> • <u>SIGNIFICANT ADJUSTMENT TO RESOURCE ALLOCATION AND SERVICE DELIVERY REQUIRED TO DELIVER SSP GOALS, TARGETS AND KEY IMPROVEMENT STRATEGIES</u> |
| <u>SEVERE</u> | <ul style="list-style-type: none"> • <u>LITERACY AND NUMERACY DECLINE</u> <ul style="list-style-type: none"> • <u>STUDENT ENGAGEMENT AND CONNECTEDNESS TO THE SCHOOL AND THEIR PEERS IS VERY POOR</u> • <u>DECLINING NUMBER OF STUDENT OPTIONS FOR PATHWAYS AND TRANSITIONS</u> | <ul style="list-style-type: none"> • <u>FATALITY OR PERMANENT DISABILITY</u> • <u>STRESS / TRAUMA EVENT REQUIRING EXTENSIVE CLINICAL SUPPORT FOR MULTIPLE INDIVIDUALS</u> | <ul style="list-style-type: none"> • <u>LOSS OF KEY ASSETS</u> <ul style="list-style-type: none"> • <u>>15 % DEVIATION FROM BUDGET</u> • <u>SYSTEMIC AND HIGH VALUE FRAUD</u> | <ul style="list-style-type: none"> • <u>COMMISSION OF INQUIRY</u> • <u>NATIONAL FRONT PAGE HEADLINES</u> • <u>STAKEHOLDER RELATIONSHIP IRRETRIEVABLY DAMAGED</u> | <ul style="list-style-type: none"> • <u>NORMAL SCHOOL OPERATIONS CEASE</u> • <u>SCHOOL EVACUATED</u> • <u>REGIONAL OFFICE NOTIFIED</u> | <ul style="list-style-type: none"> • <u>SSP GOALS, TARGETS AND KEY IMPROVEMENT STRATEGIES CANNOT BE DELIVERED</u> • <u>CHANGES NEED TO BE MADE TO THE SSP</u> |

LIKELIHOOD CRITERIA: THIS GUIDE PROVIDES THE INDICATIVE TERMS AGAINST WHICH THE PROBABILITY OF A RISK EVENT OCCURRENCE IS EVALUATED.

| <u>DESCRIPTOR</u> | <u>DESCRIPTION</u> | <u>INDICATIVE %</u> | <u>INDICATIVE FREQUENCY</u> |
|-------------------|--------------------|---------------------|-----------------------------|
|-------------------|--------------------|---------------------|-----------------------------|

| | | | | |
|-----------------------|---|----------------|--|--|
| <u>ALMOST CERTAIN</u> | <u>EXPECTED TO OCCUR</u> | <u>>95%</u> | <u>MULTIPLE TIMES IN THE NEXT YEAR</u> | <p>NOTE:</p> <p>1. <u>THE LIKELIHOOD CRITERIA REFERS TO THE LIKELIHOOD OF THE CONSEQUENCE DESCRIPTOR YOU HAVE SELECTED I.E. THE LIKELIHOOD OF A 'MAJOR' CONSEQUENCE.</u></p> <p>2. <u>THE INDICATIVE FREQUENCY MAY NOT BE RELEVANT WHEN ASSESSING RISKS RELATED TO REPEATED ACTIVITIES, OR WHEN OBJECTIVES ARE TO BE DELIVERED OVER DISCRETE PERIODS OF TIME. IT SHOULD NOT BE THE SOLE BASIS FOR ASSESSMENT.</u></p> |
| <u>LIKELY</u> | <u>PROBABLY WILL OCCUR (NO SURPRISE)</u> | <u>66-95%</u> | <u>AT LEAST ONCE IN THE NEXT YEAR</u> | |
| <u>POSSIBLE</u> | <u>MAY OCCUR AT SOME STAGE</u> | <u>26-65%</u> | <u>ONCE IN THE NEXT 3 YEARS</u> | |
| <u>UNLIKELY</u> | <u>WOULD BE SURPRISING IF IT OCCURRED</u> | <u>5-25%</u> | <u>ONCE IN THE NEXT 5 YEARS</u> | |
| <u>RARE</u> | <u>MAY NEVER OCCUR</u> | <u><5%</u> | <u>ONCE IN THE NEXT 10 YEARS</u> | |

DET'S CONTROL EFFECTIVENESS: INDICATES THE SELF-ASSESSMENT OF CONTROL EFFECTIVENESS.

| <u>CONTROLS EFFECTIVENESS RATING AND CRITERIA</u> | |
|---|--|
| <u>INEFFECTIVE</u> | <ul style="list-style-type: none"> ▪ <u>THE DESIGN OF CONTROLS OVERALL, IS INEFFECTIVE IN ADDRESSING KEY CAUSES AND/OR CONSEQUENCES.</u> ▪ <u>DOCUMENTATION AND/OR COMMUNICATION OF THE CONTROLS DOES NOT EXIST (E.G. POLICIES, PROCEDURES, ETC.).</u> <ul style="list-style-type: none"> ▪ <u>THE CONTROLS ARE NOT IN OPERATION OR HAVE NOT YET BEEN IMPLEMENTED.</u> |
| <u>NEEDS IMPROVEMENT</u> | <ul style="list-style-type: none"> ▪ <u>THE DESIGN OF CONTROLS ONLY PARTIALLY ADDRESSES KEY CAUSES AND/OR CONSEQUENCES.</u> ▪ <u>DOCUMENTATION AND/OR COMMUNICATION OF THE CONTROLS (E.G. POLICIES, PROCEDURES, ETC.) ARE INCOMPLETE, UNCLEAR OR INCONSISTENT.</u> ▪ <u>THE CONTROLS ARE NOT OPERATING CONSISTENTLY AND/OR EFFECTIVELY AND HAVE NOT BEEN IMPLEMENTED IN FULL.</u> |
| <u>ACCEPTABLE</u> | <ul style="list-style-type: none"> ▪ <u>THE DESIGN OF CONTROLS IS LARGELY ADEQUATE AND EFFECTIVE IN ADDRESSING KEY CAUSES AND/OR CONSEQUENCES.</u> <ul style="list-style-type: none"> ▪ <u>THE CONTROLS (E.G. POLICIES, PROCEDURES, ETC.) HAVE BEEN FORMALLY DOCUMENTED BUT NOT PROACTIVELY COMMUNICATED TO RELEVANT STAKEHOLDERS.</u> ▪ <u>THE CONTROLS ARE LARGELY OPERATING IN A SATISFACTORY MANNER AND ARE PROVIDING SOME LEVEL OF ASSURANCE.</u> |
| <u>EFFECTIVE</u> | <ul style="list-style-type: none"> ▪ <u>THE DESIGN OF CONTROLS IS ADEQUATE AND EFFECTIVE IN ADDRESSING THE KEY CAUSES AND/OR CONSEQUENCES.</u> <ul style="list-style-type: none"> ▪ <u>THE CONTROLS (E.G. POLICIES, PROCEDURES, ETC.) HAVE BEEN FORMALLY DOCUMENTED AND PROACTIVELY COMMUNICATED TO RELEVANT STAKEHOLDERS.</u> ▪ <u>THE CONTROLS OVERALL, ARE OPERATING EFFECTIVELY SO AS TO MANAGE THE RISK.</u> |

DET'S RISK RATING MATRIX: USED TO COMBINE CONSEQUENCE WITH LIKELIHOOD TO DETERMINE THE OVERALL LEVEL OF RISK.

| <u>RISK RATING MATRIX</u> | <u>CONSEQUENCE</u> | | | | |
|---------------------------|----------------------|--------------|-----------------|--------------|---------------|
| | <u>INSIGNIFICANT</u> | <u>MINOR</u> | <u>MODERATE</u> | <u>MAJOR</u> | <u>SEVERE</u> |

| | | | | | | |
|-------------------|-----------------------|---------------|---------------|----------------|----------------|----------------|
| | | | | | | |
| <u>LIKELIHOOD</u> | <u>ALMOST CERTAIN</u> | <u>MEDIUM</u> | <u>HIGH</u> | <u>EXTREME</u> | <u>EXTREME</u> | <u>EXTREME</u> |
| | <u>LIKELY</u> | <u>MEDIUM</u> | <u>MEDIUM</u> | <u>HIGH</u> | <u>EXTREME</u> | <u>EXTREME</u> |
| | <u>POSSIBLE</u> | <u>LOW</u> | <u>MEDIUM</u> | <u>MEDIUM</u> | <u>HIGH</u> | <u>EXTREME</u> |
| | <u>UNLIKELY</u> | <u>LOW</u> | <u>LOW</u> | <u>MEDIUM</u> | <u>MEDIUM</u> | <u>HIGH</u> |
| | <u>RARE</u> | <u>LOW</u> | <u>LOW</u> | <u>LOW</u> | <u>MEDIUM</u> | <u>MEDIUM</u> |

Leading a bushwalk SOP

Rev 1

To be used in conjunction with AAAS Bushwalking Good Practice Guide

See Bushwalking & camping HIRA & Emergency management plan for specific program.

Direct lines of communication- Operations Centre & Program Director

Objectives

Leading a walk is an opportunity to develop skills in communication and outdoor leadership as well as an opportunity to see a different place.

The objective for a bushwalk could change dependant on the group you are taking but overall, the objective is to keep a group safe physically and emotionally while facilitating a program in the outdoors.

Description

Prior to walk:

- Ensure staff are familiar with the location and the walk.
- Have someone complete a recce of the trail beforehand.
- Ensure you gather an appropriate map and know it well.
- Organise UHF radios or Sat phones to be taken if needed.
- Check weather. Ensure facilitators understand evac points and severe weather triggers.
- Pack appropriate clothing for the walk
- Carry list of participants, map, satellite phone, first aid kit; also, GPS and compass if required
- Provide participants with specific information to ensure they are well prepared.
- Brief participants appropriately including things like risk areas, type and terrain of walk, equipment needed, behaviour expectations and what the desired outcomes are.
-

On walk:

- Take regular breaks (e.g. 10 minutes for every hour or as suits the group) and ensure everyone is present and rested before resuming the walk. Take head counts at each break to ensure no-one is lagging behind.
- Monitor the progress of the walk, to ensure you will be able to finish the walk within daylight hours. Monitor the wellbeing of participants to ensure nobody is struggling, and everyone will be able to complete the walk.
- Regularly look out for emotional risks and continually assess participants wellbeing.
- Ensure the group remains together, and **all walkers can always see the people behind and in front of them.**
- Look out for teachable moments about the environment you are walking in
- Look out for teachable moments and developmental opportunities for the group.

Keeping your group together:

- Brief participants on the route and navigation from A to B.
- Provide participants with a description of what to expect on this particular walk eg type of terrain.
- Make it very clear who will be walking at the front of the group and who will be walking at the back. The two people must always be able to see or hear each other. Everyone else should walk in between them, therefore keeping the group travelling together and in close proximity.
- Instruct the front of the group walkers to constantly be keeping an eye on the back of the group and adjusting their pace to allow the back to keep up.
- Instruct the front of the group walkers to stop at EVERY track junction before turning or continuing.
- When having breaks decide whether they will be 'packs on' breaks or 'packs off' breaks therefore determining the length of time you intend to stop for.

Leading a bushwalk SOP

- Allocate individuals who may remind the group to hydrate along the way
- Allocate individuals who may be in charge of sweeping after each break ensuring no rubbish is left behind.
- Allocate individuals who might be responsible for checking in on the wellbeing of everyone and making sure the group is happy and healthy.

After walk:

- Remind the group to hydrate.
- Layer up, after walking your body temperature will go down so you will need these extra layers sooner rather than later.
- Facilitate any debriefs and transfer any learnings

Risk Assessment

See Bushwalking & camping HIRA & Emergency management plan for specific program.

Updated : 20220901

Updated : 20231025

Introduction

The leap of faith (LOF) is an activity that can be an amazing experience and a great learning opportunity for anyone who takes part. At KFAC we run this activity as a single element/activity. We believe that as a group involved in the LOF, we can get some great outcomes from the participants. As a group taking part in the LOF there are many ways to be involved without actually doing the activity. For example, being part of the belay team and showing support to those as they take part.

We follow the Australian Activity Standards (AAS) for challenge ropes course which have a minimum supervision ratio of 1:14. Any teachers that wish to participate need to be counted in the ratio. Ensure that you know the numbers in your group and carry out routine head counts.

Gear overview

All equipment used during a CRC activity is rated and complies with Australian Adventure Activity standards (AAAS). All equipment is to be checked before and after every use. Fill out the KFAC Ropes log for every use. All equipment must only be used for the purpose stated by the manufacture. Any equipment that has any doubt about the safety will not be used, will be identified, logged and management notified.

Equipment must be placed back in the designated tub and stored in its location with the lid on. If wet hang out to dry.

Equipment check

Prior to commencing set up a visual check of all permanently fixed components must be carried out for loose, damaged or missing parts of the course. Also looking on the ground below for any CRC parts that may have fallen off. Also, any branches that may have fallen on and damaged the course on the way down to the ground. If anything is out of place or not as should be the facilitator needs to inform management **ASAP** to determine if the CRC is safe for use.

All equipment must be checked prior to being set up.

- To check ropes uncoil and flake rope from end to end through a loose fist to feel for any flat spots, ridges, roughness, change in diameter or any other abnormalities. A visual check of the rope must also be performed while flaking looking for stains or any fraying. Smell any stains to help identify them.

- To check carabiners, inspect for any visible wear marks or cracks, ensure that the gate operates correctly (will close completely automatically). Run fingers over the carabiner feeling for any burs that may cause rope damage. The carabiner may be worn up to 10% of its diameter before it must be retired. If gate function is not 100% refer to maintenance.
- To check EALS inspect carabiners as above visually inspect the lanyard for tears, rips, fraying, stains, or damaged stitching. Ensure all buckles are done up and not rusted or corroded, check that all carabiners are correctly attached. .
- To check the ladder, ensure there is no visual damage to any of the rungs or framework.
- To check harnesses visually inspect the harness for tears, rips, fraying, stains, or damaged stitching. Ensure all buckles are done up and not rusted or corroded ensure that the alloy attachment loop is not worn. Check that date stamp is less than 10 years old.
- To check helmets, ensure all straps are not torn, ripped, frayed, or stained, ensure buckle can do up securely, there are no cracks in the helmet shell and that the date stamp is less than 10 years old.
To check the First aid kit is complete.

If any equipment fails, its pre use check do not use it. IF IN DOUBT LEAVE IT OUT. Seek manager's assistance to find replacement equipment.

Set up Instructions General

After all inspections are done the mousing lines needs to be untied from the staples on the pole. You will need a ladder and harness with EALS to safeguard a fall whilst untying the mousing lines.

Tie the mousing line onto the string loop attached at one end of the rope. Pull rope through using mousing line until rope is through the spin static pull and back to you. Follow same process for rope 2. Untie mousing line and flake out in a non-use area. Do not wind up, as this will create knots.

Leap of Faith "Pole"

Equipment List

- 1 x Adult full body harness
- 1 x child full body harness
- 2 x gold rope.
- 3 x helmets
- 1x instructor Helmet

- 1 x instructor/rescue harness
- 1 x EALS
- 1 x ladder
- 2x red allow auto locking carabiners
- 3 x steel auto locking carabiners
- Rescue bag (stays in a central location eg Harness container)
- First aid kit

Set up Instructions.

Place 1 alloy auto locking carabiner into connection point. Place 1 alloy carabiner in the webbing just below the connection point as a back up connection point.

Make sure when tying knots that you tie on the end of the rope that comes out of the spin static pulley closest to the “leap” pole. If tied on the wrong side the rope will be twisted at the pulley and this will create extra wear and tear on the ropes.

Tie 2 dressed figure 8 in each rope.

The figure 8 knot closest to the end of the rope goes into the carabiner in the webbing as the back up. Place the other figure 8 knots into the carabiner connected to the main connection point. Follow same process for 2nd rope. Ensure that the amount of rope between the main knot and the back up is the right length so that there is no tension and short enough as to not get in the participants way. See figure 1.

Take belay end of rope and feed through rix-o-trix (belay point). First feed through staple and around horizontal pole so the bend of the rope is on the belay side of the pole. Then wrap around 2nd horizontal pole so rope bend is on the activity side. Pull rope through till harness is off the ground and then coil rope and hang on belay staples.

Briefing notes

Introduce self and other facilitators and their roles. Explain the safety of the course. Talk about minimal impact e.g. rubbish, staying out of the bush and staying in designated area.

When briefing the group, point out challenge by choice and emphasis that everyone’s individual goal is different and that needs to be respected by the group. Describe the challenge to the group and answer any questions.

The climber and the next participant must wear a helmet. All other members of the group are to stay outside of the drop zone. Members of the group can only enter the drop zone to support the climber provided he/she has a helmet on.

The facilitator will stand beside the belay post to supervise. Before a climber starts they will ask, Belay team ready? Climber ready? If both answers are yes the facilitator will say climb when ready, climber cannot start to climb until the facilitator says “climb when ready”.

The belay team will continue to belay until the climber is deemed to be safe, this is when the facilitator says the work safe to the belay team.

Explain the rix-o-trix and how it works. A minimum of 4 people need to be holding onto the belay line for each rope. The last person in the line is the rope coiler. The other 3 people on belay line will have both hands on the rope and will pay attention to the participant on the LOF from the point he/she leaves the ground to when the facilitator deems the participant is safe.

All belay members except the rope coiler, who keeps the rope off the ground, must have constant contact with both hands on the rope from the time that the facilitator instructs the participant to climb, until the facilitator states that the participant is safe. Belay members will slide both hands up the rope 1 by 1 to maintain contact with the rope. Facilitator needs to demonstrate this technique.

The belay teams will ensure that the rope is not pulled to tight as to pull the participant tight against the pole or pull them off. The belay rope will not be too loose as to increase risk of injury to the participant. The facilitator needs to instruct and control the rope tension.

Helmets are to only be handed to each other or placed on the ground rim down. Like a turtle. Facilitator explains care of equipment.

Find who wants to go first, and second, give them a helmet each. The person going second will need to hold the ladder for participant 1. When participant 1 is finished he/she will hand the helmet to the 3rd participant, and he/she will hold the ladder for participant 2 and so on. As the facilitator you are responsible for fitting the full body harness.

Effective Operating Tips

Give participants tips using good descriptive words if needed. Give belayers freedom to chat and have a laugh when participant is safe and whilst the next participant is getting into the harness but stress to belay team that they must be ready when participant is read to go. It is your responsibility as the facilitator to ensure the belay team functions correctly and safely.

Whilst participant is on the activity the facilitator will monitor belay team and ensure that they are following the procedures. Also monitoring and adjusting, if needed, the tension on the belay ropes to make the activity as comfortable whilst not compromising safety for the participant.

Leap of faith “Platform”

Equipment List

- 1 x Adult full body harness
- 1 x child full body harness
- 1 x gold rope.
- 3 x helmets
- 1x instructor harness
- 1 x instructor harness
- 1 x EALS (crab claws).
- 1 x ladder
- 3 x red alloy auto locking carabiners
- 1 x ATC belay device
- 3 x steel auto locking carabiners
- 1 x tube tape sling
- Rescue bag
- First aid kit
- UHF Radio

Set up Instructions.

Place 1 alloy auto locking carabiner in to connection point. Place 1 alloy auto locking carabiner in the webbing just below the connection point as a back up connection point.

Make sure when tying knots that you tie on the end of the rope that comes out of the spin static pulley closest to the “leap platform”. If tied on the wrong side the rope will be twisted at the pulley and this will create extra wear and tear on the ropes.

Tie 2 dressed figure 8 in the rope.

The figure 8 knot closest to the end of the rope goes into the carabiner in the webbing as the back up. Place the other figure 8 knots into the carabiner connected to the main connection point. Ensure that the amount of rope between the main knot and the back up is only 30cm long so that there is no tension and short enough as to not get in the participants way.

Connect the ATC belay device with red carabiner to the rope ready for activity. Connect sling to ground anchor with steel carabiner and connect to belay device on the rope. Ensure that when belaying the belay device is also attached to your harness.

Fill out set up section of CRC log sheet before session and report any damaged and/or suspect equipment.

Briefing Notes “Platform”

Introduce self and other facilitators and their roles. Explain the safety of the course. Talk about minimal impact e.g. rubbish, staying out of the bush and staying in designated area.

When briefing the group, point out challenge by choice and emphasis that everyone’s individual goal is different and that needs to be respected by the group. Describe to the group the challenge and answer any questions.

The climber, next participant and belay team must wear a helmet. All other members of the group are to stay outside of the drop zone. Members of the group can only enter the drop zone to support the climber provided he/she has a helmet on.

The facilitator will stand beside the belay post to supervise. Before a climber starts, they will ask, Belay team ready? Climber ready? If both answers are yes the facilitator will say climb when ready, climber cannot start to climb until the facilitator says “climb when ready”.

The belay team will continue to belay until the climber is deemed to be safe, this is when the facilitator says the work safe to the belay team.

Helmets are to only be handed to each other or placed on the belay bank rim down. Like a turtle. Facilitator explains care of equipment.

Find who wants to go first, second and third, give them a helmet each. Participant 2 will need to hold the ladder for participant 1. Participant 3 will be back up belay. When participant 1 is finished he/she will hand it to the 4th participant, and he/she (participant 4) will be back up belay. Participant 3 will hold the ladder for participant 2 who can climb and so on. The facilitator will fit the full body harness.

The back up belay will stand on the preferred side of the facilitator, so the rope goes straight from the safety hand to back up belay. That person will pass the rope around the back holding the rope with each hand near the hips. As rope is taken in the back up belayer needs to feed the rope around thier back. If a fall occurs the back-up belayer will cross arms around the abdominals. Instruct and demonstrate how to back up belay to the participants.

As this activity is an instructor belay, the facilitator will use the tube tape and steel carabiner to tie the system into the ground anchor. The facilitator will be connected to the system, so the belay device is connected to the belay loop of the instructor's harness.

Effective Operating Tips- See LOF Facilitation SOP

Whilst participant is on the activity the facilitator will belay and advise back up belay if needed whilst watching the participant. Also monitoring and adjusting, if needed, the tension on the belay ropes to make the activity as comfortable whilst not compromising safety for the participant.

If a participant is climbing faster than you can take in rope, then the facilitator must stop them so that the facilitator can get the correct tension on the rope again.

Debrief

Debrief the participants at the end of the session once all equipment has been returned. Have an age and program appropriate debrief, e.g., discuss how they can build on the experiences and learning's of the session, relate to uses in everyday life.

Session Change Over

Reset all equipment, as it was at the start of the session ready for the next brief. Check that all knots are still dressed and have not slipped at all, re tie if needed.

Course Pack Up.

- Untie knots from harness and remove any carabiners.
- Untie ground belay and pull rope down pulling the mousing line back up behind it.
- Tie the mousing lines off on the staples in the pole. Must be wearing a harness and using EALS.
- Check all equipment for any damage in the specified way in this document.
- Coil all ropes up and place in correct tub clip all steel carabiners together, clip all alloy carabiners together and place in correct tub. place all helmets together in the correct tub. Place all other equipment in the correct tubs
- Transport all gear in the appropriate manner back to storage.

- If the equipment is wet, even slightly damp, it must be hung up in the shed ropes are to be daisy chained and hung up to dry.

Fill out CRC log sheet and report any damage and incidents during the session to management.

Ropes log and damaged gear.

- Fill out the ropes log noting any incidents for the session and note if the ropes are wet and hanging up or dry and away.
- Any damaged Equipment must be reported in the ropes log and be handed to management. **Under no circumstance is it to go back to the shed unreported.**

Maintenance and storage.

Maintenance.

- Periodically when the course is in use all carabiners will need to be lubricated. Use inox or another type of lanolin-based lubricant, do not use an aerosol spray or any petro chemicals to clean or lubricate.
- If ropes become dirty and need to be washed, they can be hand washed in a mild wool detergent, rinsed well and then daisy chained and hung up to dry. Harnesses may be washed the same way if needed.
- On a monthly basis when the course is in use a course inspection must be carried out to check wear on all pulleys and carabiners as well as the tension of all cables and nuts and bolts.
- Soft fall needs to be raked flat as needed and added to high traffic areas where it has been worn away to ensure 20 cm depth at all times.

6.2 Storage

- All equipment is to be stored in the appropriately labelled butcher tub, on a shelf above ground level in a room with strict no chemical storage rules. The ropes are to be stored in a manner where the facilitator can access the required equipment with ease.

Risk Assessment Manual for Leap of Faith

Index:

- 1. Risk Management Definition**
- 2. KFA Programme Safety Briefing**
- 3. Activity Specific Risk Assessment**
- 4. General Risk Assessment**

1. Risk Management – Is the professional responsibility of all staff to ensure the safety of participants, firstly with preventative measures following on to enforcing early action in case ‘risk’ or ‘hazard’ is identified and deemed unsafe or dangerous. As well as having the responsibility to not undertake activities that have foreseeable danger.

- All staff on duty are appropriately trained
- Where safety equipment is provided is to be worn/used
- First aid training for staff working KFAC
- Ensuring AAAS for challenge ropes course standards and ratios are adhered to
- Ropes Courses are inspected daily by supervisor and ropes logs completed
- Daily briefings for all staff
- All staff are required to have a WWCC.

2. KFA provides comprehensive safety briefings before each activity is conducted. Each briefing is held by a KFAC facilitator who is qualified to conduct challenge ropes activities.

Safety briefing includes:

- Helmet and Harness briefing
- Ensuring that all the participants are correctly fitted (facilitator only)
- Introduction of the course elements, safe zones, rules and the TRUBLUE auto belay systems.
- Explanation of where you MUST wear a helmet at all times, and what to do if you need to remove your harness.

3. Activity Specific Risk Assessment

| Risk Description | Existing Controls | Risk Assessment – with existing controls | | | | Treatment | Actions – post treatment is it safe? |
|---|---|---|---|--|----------------------------------|--|--|
| | | Effectiveness of existing controls | Risk Consequences | Risk Likelihood | Risk Rating | | |
| <i>Describe the risk event, cause/s and consequence/s. For example, Something occurs ... caused by ... leading to ...</i> | <i>Describe any existing policy, procedure, practice or device that acts to minimise the risk</i> | <i>Effectiveness of existing controls</i> | <i>Risk Consequences</i> | <i>Risk Likelihood</i> | <i>Risk Rating</i> | <i>For those risks requiring treatment in addition to the existing controls. List:</i> <ul style="list-style-type: none"> • What will be done? • Who is accountable? • When will it happen? | <i>Options are:</i> <i>Extreme/High - Do not proceed</i> <i>Medium - Ongoing review required</i> <i>Low - Only periodic review required</i> |
| 1. Finger entrapment | <ul style="list-style-type: none"> • SOP • Brief participants to remove all jewellery. • No wrapping rope around hands | Satisfactory Poor Unknown | Severe Major Moderate Minor Insignificant | Almost certain Likely Possible Unlikely Rare | Extreme High Medium Low | Retain risk by informed decision. If risk occurs engage parent or guardian, apply 1 st aid, seek help, follow emergency management plan and fill in required incident reports. | |
| 2. The participant falls from course | <ul style="list-style-type: none"> • SOP • Primary/Sec Attachment Points • Mandatory Training • Participant briefing • Accredited equipment • Yearly reaccreditation | Satisfactory Poor Unknown | Severe Major Moderate Minor Insignificant | Almost certain Likely Possible Unlikely Rare | Extreme High Medium Low | Retain risk by informed decision. If risk occurs engage parent or guardian, apply 1 st aid, seek help, follow emergency management plan and fill in required incident reports. | |
| 3. Entanglement of hair | <ul style="list-style-type: none"> • Briefing explains to tie long hair back. • SOP | Satisfactory Poor Unknown | Severe Major Moderate Minor Insignificant | Almost certain Likely Possible Unlikely Rare | Extreme High Medium Low | Retain risk by informed decision. If risk occurs engage parent or guardian, apply 1 st aid, seek help, follow emergency management plan and fill in required incident reports. | |
| 4. Head injury *Falling objects causing injury | <ul style="list-style-type: none"> • No loose equipment to be stored on platforms. • Participants briefed on where to observe from • Pre-open course checks • All participants must wear a helmet | Satisfactory Poor Unknown | Severe Major Moderate Minor Insignificant | Almost certain Likely Possible Unlikely Rare | Extreme High Medium Low | Retain risk by informed decision. If risk occurs engage parent or guardian, apply 1 st aid, seek help, follow emergency management plan and fill in required incident reports. | |
| 5. Participant Inverting *Incorrect loading of participant * Incorrect fitting of harness | <ul style="list-style-type: none"> • SOP • Participants wear full body harness. • Harness fitting brief • Harness check | Satisfactory Poor Unknown | Severe Major Moderate Minor Insignificant | Almost certain Likely Possible Unlikely Rare | Extreme High Medium Low | Retain risk by informed decision. If risk occurs engage parent or guardian, apply 1 st aid, seek help, follow emergency management plan and fill in required incident reports. | |

Leap of Faith Operating SOP v1.2

| | | | | | | |
|---|--|---------------------------------|---|--|----------------------------------|--|
| 6. Incorrectly fitting harness/helmet falls, strains, abrasions | <ul style="list-style-type: none"> Participant briefing SOP Facilitator checks | Satisfactory Poor Unknown | Severe Major Moderate Minor Insignificant | Almost certain Likely Possible Unlikely Rare | Extreme High Medium Low | |
| 7. Rope burn | <ul style="list-style-type: none"> Participant briefing SOP Briefed not to wrap rope around hands | Satisfactory Poor Unknown | Severe Major Moderate Minor Insignificant | Almost certain Likely Possible Unlikely Rare | Extreme High Medium Low | |
| 8. Participant not listening to instructions | <ul style="list-style-type: none"> Participant briefing SOP Facilitator Checks Warning on wavier forms | Satisfactory Poor Unknown | Severe Major Moderate Minor Insignificant | Almost certain Likely Possible Unlikely Rare | Extreme High Medium Low | |
| 9. Participant not listening to instructions | <ul style="list-style-type: none"> Participant briefing SOP Facilitator Checks Warning on wavier forms | Satisfactory Poor Unknown | Severe Major Moderate Minor Insignificant | Almost certain Likely Possible Unlikely Rare | Extreme High Medium Low | |
| 10. Participant becomes emotionally distressed | <ul style="list-style-type: none"> Participant briefing SOP Facilitator Checks Warning on wavier forms | Satisfactory Poor Unknown | Severe Major Moderate Minor Insignificant | Almost certain Likely Possible Unlikely Rare | Extreme High Medium Low | |

Logs Akimbo SOP

Description

To build a structure using specific equipment that can safely seat the whole group being held up off the ground.

Preparations

6 logs & 7 pieces of Sisal rope (Must use only Sisal rope. NOT other nylon ropes)

Facilitator notes

Manage the falling of logs by asking the group to carry them with a minimum of three people.

Teach appropriate lashings/knots and double check them before going ahead.

Closely supervise and monitor the group to avoid hazards.

Logs Akimbo should be performed on flat ground, check above for trees and branches, avoid slippery ground.

Facilitator, teacher, and any adults nearby must check the strength and integrity of the structure before the group are allowed to clamber all over it.

Take a photo as evidence that success was had.

Group should take the time at the end of this activity to dismantle their structure and put everything back the way they found it. Ropes should be left folded in half and tied off or coiled in some way that keeps them all together.

If scoring is being used:

5 Points for success. Take into consideration the 5 below points, if you believe they were successful in 3 of these areas award the Tribe 3 points.

-Planning -communication -Team work -Participation -Creativity

Risk Assessment

| Risk | Response |
|------------------------------------|---|
| Facilitators responsibility | |
| Falling equipment | Manage the falling of logs by asking the group to carry them with a minimum of three people. |
| Correct knots-Briefing | Teach appropriate lashings/knots and double check them before going ahead |
| Supervision | Closely supervise and monitor the group to avoid hazards |
| Unstable ground | Logs Akimbo should be performed on flat ground, check above for trees and branches, avoid slippery ground |
| Participant responsibility | |
| Listen & understand objectives | Be present during the briefing |



(Possibility)

The success of "Logs Akimbo" will depend on the facilitators ability to steer the group towards the safest design and build without telling them the answer explicitly. Like most activities this will likely be in the form of a thousand questions

(Ask)

What shapes are strong?

What are weak?

Is tight rope stronger than loose rope?

Looking around at the structures around us, what makes them strong?

(Process)

As a facilitator you should guide them towards making a tripod shape with 3 logs tied near the top - simply putting 3 logs together in a bundle and wrapping a good length (or lengths) of rope around and around before ensuring that rope is finished and tied off tightly.

When the logs are stood up and spread apart the wrapped around rope will tighten even more. Facilitators should check that everything is in order and safe before continuing. . .

The sitting supports will be placed horizontally between the tripod legs, on the outside of the structure. Ideally square lashed to legs but as long as there's rope on there and it's super tight and tied off properly (again facilitators to check) there's little to no chance of any supports moving simply because the angle of the legs mean the supports cannot move apart.

Give the group a demo' of how to use a "square lash" knot before they get underway.

(You/Debrief/Transfer)

For example:

What did we do well?

When were we most challenged? How did we get through that?

What could we agree to improve for the next team challenge?

Proutie's Landing

Updated : 20220901

Purpose

Planning
Teamwork
Communication
Physical closeness

Description

A rope swing activity in which participants must cross their entire team from an earthen bank to a platform approximately 5 meters away. Set up Scenarios: Lava river, Raging River, etc.

Objectives

1. To get your whole group onto the platform(s).
2. OPTIONAL – To carry with you a bucket ½ full of water without any spillage.

Rules

1. The rope starts in the middle
2. Nobody can touch the area from the edge of the bank towards the platforms. If this occurs the rope goes back to the middle and that individual starts again. **Variation: if an individual touches the center, the entire group must start over.*
3. Participants may use only what is on their person. Nothing from the surrounding area may be used to assist the group. ** Variation: Students are given the “opportunity” to use a stick (300mm – 400mm) that has been given to them by the facilitator.*
4. If anything lands or touches the center it will no longer be usable by the group.
5. If somebody steps off the platform all group members must come back to the start and the rope will be returned to the middle.
6. Participants cannot run and/or jump for the rope
7. Participants can't throw ANYTHING in the area.
8. Team has 2 minutes planning time
9. Optional: One person may wade over the river before the river has risen too much.
10. The facilitator must spot the first 2 participants by standing on the platform and receiving them. The participants on the platform should then spot subsequent participants.

Risk Assessment

| Risk | Result |
|----------------------------|---|
| Slipping on landing pallet | Leader to spot first two participants (minimum) at the platform |

| | |
|---|--|
| Objects hitting participants when group attempts to secure the rope | Make sure that team creates a safe space when the item is to be swung. |
| Slipping on bank | Advise participants that it is uneven ground and possibly slippery |
| Losing grip on rope and falling onto platform | Leader to spot first two participants (minimum) at the platform |

Other Considerations

1. The facilitator should be the first person to enter the activity area. Leader will hold rope and direct participants to the starting area.
2. Make sure participants don't plan on jumping for the vine
3. A fall could potentially happen at any time during the swing and the platforms can be slippery.
4. If items are going to be swung make sure that participants are given space so they don't hit anyone.
5. Facilitator must have a first-aid kit and radio.
6. Facilitator should weigh up if 'free passes' (or 'lava-proof' boots/life raft etc.) will be possibly needed by students with heavy weight, disability, etc. Only offer them, don't appoint who they go to, but if the group chooses to use them, those participants who have accepted the passes must be first to the platform and can be used to spot. They **cannot** touch the rope from it's starting point however.

Success Criteria and Scoring

The activity is completed when the entire group is on the platform and remain there for at least 3 seconds.

1 point will be awarded for each person on the platform.

2 points will be awarded for the bucket arriving safely on the platform.

A score out of 5 for teamwork, planning and encouragement will be given by the facilitator.

Preparations

- Make sure that the stick is in place and the bucket ready to go if they're being used.
- Make sure the edge of the 'bank' line is visible
- Clear the entire activity area (start area, swing area, around platforms) of debris.
- Visually check the rope connections and condition of the pallets.

NOTES:

Trangia Cooking SOP

Rev 1

Purpose

To teach participants how to safely use a Trangia cooking stove

Description/Briefing

We are about to take part in cooking our meal together.

I will allocate cooking roles and responsibilities soon but firstly:

There are a few steps to follow to safely set up your Trangia:

1. Find a flat area of ground with little to no debris or leaves.
2. To assemble the main stove, you will need the two windshields – the upper and lower windshields. These fit on top of each other. One on top of each other, twist for them to lock. This gives you a sturdy stove to work with.
3. If you are going to use a saucepan or kettle on the stove, make sure the pan supports are flicked down inside the windshield. If you are going to use a frying pan, flick the pan supports up – this will allow air to still move around the pan and means you won't smother the burner.
4. Next, you will need your spirit burner. There are a few different pieces that make up the spirit burner – you have the main burner, this is where you put the methylated spirit, you also have the screw cap and a simmer ring. Remove the cap and simmer ring and fill the burner up with methylated spirit.
5. Carefully place the burner in the hole in the lower windshield. You can use the simmer ring to control how big your flame will be. Cover over part of the burner for a smaller flame, perfect for simmering or cooking over low heat, or keep the whole burner open, perfect for fast boiling or cooking over a much hotter heat.
6. You can light the burner carefully with a match, lighter or flint and steel. Now you are ready to cook.
7. Use the Spondonicles or handle grip whilst cooking to steady the pan and to remove pans from the heat.

Trangia circle! All participants will sit in a circle around the Trangia cooking stoves. They may be sat 2 or participants to 1 stove.

Include all participants in the cooking process as it is a new and important skill to learn. Be aware of the hazards involved in cooking on Trangia's and manage risk appropriately, review the risk assessment below.

Please use the Trangia circle method (NO walking through the middle of the circle, all students must sit on the ground.)

Allocate roles within the cooking groups eg: Chef, Chopper & Gopher

Chef- Responsible for manning the Trangia. Stirring, pouring etc.

Chopper- Sits separately from the Trangia circle with all the other choppers. Collectively they will chop all fresh food and divide evenly.

Gopher: They will deliver pots of water, chopped ingredients, fill up burners with fuel etc. They save the chopper and runner from getting up from their posts.

Cooking instructions:

An example here for the Veg Pasta meal

1. Setup Trangia Circle and assign roles to participants eg Chef, Gopher & Chopper.
2. Ensure Trangia straps are kept safe when un-packing Trangia.
3. Metho station to be set-up AWAY from Trangia circle.
4. Chopping area set-up AWAY from Trangia circle.

/Users/office/Library/CloudStorage/GoogleDrive-info@kfacamp.com.au/Shared drives/GDriveRoot-KFAC/3-Journey/24 - Experience Development/Program Components SOP's/SOPs/Trangia Cooking SOP.docx

Trangia Cooking SOP

Rev 1

5. Bring to the boil 1 Large pot of water, place pasta into pot and cook until al dente. Leaving a bit of water in the bottom drain pasta and set aside leaving lid on top to keep warm.
6. In small pot fill with 1-2cm of water, place in vegetables all at once to steam. Continue stirring adding more water as needed to avoid burning to the bottom. Once vegetables are cooked through add pasta sauce and stir through until warm.

You are now ready to serve and divide amongst cooking group. Add cheese to taste. This method should be very similar for the veg stir fry meal and others

Cleaning instructions:

It is an expectation that Trangias get cleaned to a high standard and get stored away at the end of a program better than they were before. Utilise students heavily in this process as that's part of the experience.

Remember that cleaning doesn't have to be the worst job, infact it can be made into a fun experience if you frame it up like that and facilitate it in an efficient way.

Here are some tips:

- Boil a little water and dish soap in the pan for 5 to 15 minutes to soften and loosen stuck on food
- Alternatively boil pots of water to tip into a communal washtub to wash the inside from stuck food.
- Give the pan a gentle scrape with a spoon rather than a knife.
- Wipe any loose soot off the outside on the grass or with a paper towel.
- Use a scourer to begin scrubbing the sides and bottom of the pots that are caked in soot. be sure to use light/medium pressure and be prepared to get lots of arm exercise. Elbow grease!
- Do not submerge the burner in water, especially soapy water.
- Dry all pans thoroughly before they go away.

Risk Assessment

| Hazard | Risk mitigation | Further action |
|--|---|---|
| Fuel transportation/ damage to containers | Metho in approved containers only. All fuel canisters clearly labelled of contents | Try and keep fuel containers protected (padded by clothing?) to ensure they are not compromised if the bag/pack is dropped etc |
| Storage at site / leaks | Large amounts associated with standing camps not in proximity of tents and food. Smaller expedition quantities stored in outer tent (venting ability) | Protected from direct light and heat, in appropriate container |
| Stoves | Use low stable and easy to shield stoves preference for trangia type When packing away ensure stove is cold | In very cold conditions beware of rubber seal failure especially on gas cylinders |
| Faulty equipment. | Pre use maintenance check Students instructed not to use if faulty | Regular service and maintenance schedule kept for all equipment including stove |
| Refuelling /spills | Metho burners must cool or use a 2nd burner. Pour from the valved spirit bottle only. No naked flame in vicinity. Wash hands afterwards. | Familiarity and training in specific stove and fuel for all before use Separate refuelling area away from tents and stoves Consider weather/wind direction when refuelling Ensure stove is extinguished and stove is cold |

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| Long hair and loose clothing, flammables | Students instructed to tie hair back and fasten all loose clothing | |
| Location of cooking site. | Away from all tents and equipment. Keep stove at least 2 metres from flammable objects (tents, packs etc). Clear of all vegetation that might catch fire | Firm level and secure area for stoves Extra care in bright light as flame may not be visible Sheltered conditions or use wind shield. |
| Organisation of cooking | Instruction in management and pre-cooking preparation so a clear and organised cooking site i.e. hot pans when not on stove, use of pan handles, water management, waste food collection, timing of cooking, only 1 or 2 people cooking, storage of matches/lighter. Always use the gripper/pan handle (whether pan is hot or cold) | Stoves in a single organised area eg circle formation or other safe group cooking structured site. Clear boundaries to limit people traffic in area Never leave a lit stove unattended or un watched |
| Cooking | Students only permitted to light stoves unsupervised when they have demonstrated their competence. Avoid frying if at all possible. Safe volumes in pots. Do not place empty pot on the flame. | Progression teaching of cooking skills – simple recipes/foods first |
| Hygiene | Ensure utensils, pots are clean, hands clean, antibacterial products. | Reminders Awareness of food hygiene |
| Burns / injury | Students have First aid training. Running water nearby or a container of water or a bottle of water. | Burns kit in first aid supplies Emergency plan in place so all know the correct procedures in case of an incident |

Other Considerations

- Location considerations, some locations in Australia do not allow the use of Trangia stoves but prefer the use of a gas stove.
- Travel considerations, if taking the stove on a plane in checked in luggage it must be completely cleaned and checked by airline staff. You must also have lodged the item before travelling. Check with specific airline for specific procedures.

Preparations

- Remove all debris/trip hazards from surrounds.
- Have participants wear warm clothing, have a full drink bottle on hand and a headtorch so that once they are engaged in the cooking process, they do not need to leave the circle or area.
- Consider putting up a tarp or preparing a dry space before you begin the process in case of weather changes mid cooking.

Possible Debrief Points

1. What meals do you cook/prepare at home? If any, now with these skills could you imagine cooking the same meal at home for your family?
2. What other meals could you cook on a Trangia? Good ones/bad ones?

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3. Gratitude process for having access to such equipment.