Bunyaville Environmental Education Centre

# Curriculum Activity Risk Assessment

## Activity Details

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| | | | **CARA Creation Date: 04-Dec-2025** |
| Activity: | **Minor games** | | |
| Activity Scope: | Guideline review date: 24 September 2025<br><br>This guideline demonstrates the minimum safety standard for student participation in games that develop student skills in using balls and/or striking equipment to practise skills, tactics and strategies as an activity to support curriculum delivery.<br><br>The Department of Education is committed to ensuring that curriculum activities are planned for and managed in accordance with the Work Health and Safety Act 2011 (Qld), to ensure, as far as is reasonably practicable, the safety of students, staff and others.<br><br>For activities conducted at a non-Department of Education venue, and/or when engaging external expertise, request written risk assessment advice and attach it to this CARA record.<br><br>For activities conducted off-site, schools must comply with the school excursions procedure. | | |
| Guidelines: | https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines/minor-games | | |
| Activity Description: | Minor games played including students leading each other with blindfolds, moving and stacking tyres and Indigenous Games are played in the Picnic Area of the Bunyaville Conservation Park, at the centre and on school grounds during incursions. | | |
| Inherent Risk Level: | Medium | | |
| Inherent Risk Level Description: | Minor game activities involving striking equipment and balls and/or the potential risk of contact. | | |
| Start Date: | Tuesday, 27 January, 2026 | End Date: | Friday, 11 December, 2026 |
| On School Grounds: | No | Is parental permission required for this activity? | Yes |

## Activity Requirements

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| • A registered teacher must be appointed to maintain overall responsibility for the activity.<br>• Teachers, in collaboration with other adult supervisors of the planned activity, determine additional risks, hazards and control measures relevant to the activity and the specific school/group circumstances in order to lift the safety standard above the minimum identified in the CARA guideline.<br>• Consult review comments from previous CARA records to improve safety standards based on the advice from the previous supervisors of the activity at the school.<br>• Prior consultation and collaboration with local expertise (e.g. venue manager) is required for local advice, emergency support mechanisms and additional supervision requirements to ensure participant and public safety.<br>• Competition rules and procedures with additional or more stringent safety requirements must take precedence. | ☑ |

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| **Students**<br><br>• Schools must consider age, maturity and skill level of students when planning curriculum activities.<br>• Adjustments are required for students with disability to support access and participation in the curriculum. Consult with the parents/carers of students with disability, or when appropriate the student, to ensure risks related to their child's participation in the activity are identified and managed.<br>• Schools must consult current student medical information and/or health plans in accordance with the managing students' health support needs at school procedure. Record information about any student condition (e.g. physical or medical, such as epilepsy) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures.<br>• For activities with students with a medical condition or disability that may impact on safety during the activity, consultation with parents is required prior to allocating supervision to determine the impact of students' medical condition or disability on safety during the activity.<br>• For participants with known allergies, schools must comply with the supporting students with asthma and/or at risk of anaphylaxis at school procedure and the school's anaphylaxis risk management plan, including an adult supervisor of the activity with anaphylaxis training. | ☑ |
| **Emergency and first-aid**<br><br>• Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. evacuation procedure, provision of first aid) and incorporate the advice from local authorities.<br>• Adult supervisors must have:<br>◦ emergency contact details of all participants<br>◦ a medical alert list and a process for administering student medication;<br>◦ communication equipment suitable to conditions (e.g. mobile phone) and a process for obtaining external assistance and/or receiving emergency advice.<br>• Safety procedures must be determined for the location (e.g. out-of-bounds areas, location of first aid support and equipment) and incorporate advice from off-site facility, if relevant.<br>• Access is required to first aid equipment and consumables suitable for foreseeable incidents. | ☑ |
| **Induction and instruction**<br><br>• Induction is required for all adult supervisors on emergency procedures and safety procedures. If the activity is conducted at an off-site facility, induction is to be informed by advice provided in consultation with expertise at the venue.<br>• Instruction is required for students and adult supervisors on correct techniques e.g. calls to begin play, safe batting/fielding techniques. Rule-reminders are to be provided throughout the activity. | ☑ |
| **Consent**<br><br>Parent consent is required for all activities conducted off-site and all extreme risk level activities conducted onsite. It is strongly recommended that parent consent is obtained for high risk level activities conducted on-site. | ☑ |

## Risk Management Details

| **Supervision** | |
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| Principals, in consultation with the qualified adults, make final supervision decisions for the activity that considers the local context. | |
| Appropriate adult supervision must be provided to manage the activity safely i.e. prevent an incident from occurring and manage an incident if one were to occur, including managing emergency situations. The principal must give active consideration to the minimum standards set in the CARA guideline for the activity, the CARA planner and the risk assessment when determining the appropriate level of supervision.<br><br>Participants must adhere to all rules and advice communicated by the facility operator/owner and any safety signage at the facility/location.<br><br>Before the activity, all adult supervisors:<br><br>• must be familiar with the contents of the CARA record, including the Emergency and Supervision Plans.<br><br>During the activity, all adult supervisors:<br><br>• must provide active and direct supervision – be constantly vigilant, attentive and rescue ready<br>• must comply with control measures from the CARA record and adapt as hazards arise.<br><br>The activity must be suspended if the conditions become unfavourable (e.g. extreme temperatures).<br><br>**Number of adult supervisors**<br><br>Principals, in consultation with the qualified adults of the activity, determine the final number of supervisors to fulfil instructional, emergency and supervision roles for the local context that consider the nature of the activity, students' ages, abilities and specialised learning, access and/or health needs. In some instances, the final supervision ratio may be 1:1.<br><br>If the minimum safety standard cannot be met, modify the activity (or elements of it) and use the hierarchy of controls to implement alternative control measures to meet or exceed the minimum safety standard (e.g. reduce the number of students participating at any one time). | ☑ |
| *See FAQ's for further support. | |
| Before this activity, Bunyaville EEC staff are familiar with the contents of the CARA record. CARA's are available on Bunyaville EEC website for viewing. | |

| **Supervisor Qualifications** | |
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| Qualifications support the minimum safety standard for this activity. Principals make final decisions* in determining supervisor capability (competence, relevance and currency) and whether the activity leader meets an appropriate teaching standard. *See FAQ's for further support. | |
| All adult supervisors must comply with the working with children authority—Blue Cards procedure. | ☐ |

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| **Qualified adults for the activity**<br><br>**Recovery/emergency – CPR, First aid, Rescue** | |
| An adult with current emergency qualifications is required to be quickly accessible to the activity area. Emergency qualifications include:<br><br>• HLTAID009 Provide cardiopulmonary resuscitation (CPR)<br>• HLTAID011 Provide first aid or SISSS00118—sports trainer level 1 or equivalent. | ☑ |
| An adult with concussion management knowledge or training is recommended. Consult Concussion in sport resources. | ☐ |
| At least 1 adult supervisor is: | |
| At least one adult supervisor is required to be a registered teacher<br><br>or | ☑ |
| An adult supervisor, working under the direct supervision of a registered teacher, with competence (knowledge and skills) in teaching minor games. | ☑ |
| *See FAQ's for further support. | |
| Visiting Teachers and adult supervisors are fully briefed about the Indigenous games and how to play them and their responsibilities. Visiting teachers and adult supervisors will be briefed on how to help monitor students guiding students blindfolded as well as how to supervise students safely moving tyres as a team safely lifting. | |

| **Facilities and Equipment** | |
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| Confirm sport structures e.g. batting cages are regularly inspected to assess and maintain structural integrity. See Safety Alert 2023 - Risks associated with metal sporting equipment. | ☐ |
| Participants must wear personal protective equipment appropriate to the activity (e.g. enclosed footwear). | ☑ |
| Equipment must be sized to match the ability and strength of students. | ☑ |
| Consider using a whistle for command signalling. | ☑ |

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| All equipment must be in used in accordance with the manufacturer's instructions. | ☑ |
| Bats must have non-slip grips and/or safety knobs on handles. | ☐ |
| Queensland Parks and Wildlife are responsible for the maintenance of the Picnic Area. Bunyaville Environmental Education Centre reports any areas of concern when necessary.<br>Bunyaville staff to check condition of blindfolds, handles and other sporting equipment before and after use. | |

## Hazards and Control Measures

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| **Environmental hazards** | |
| **Biological hazards - Body fluids (e.g. blood, saliva, sweat)**<br>• Manage open wounds before, during and after the activity. Consult infection control guidelines and Queensland Health's exclusion periods for infectious conditions poster for first aid and hygienic practices. | ☑ |
| **Visibility**<br>• Adjust the field orientation to avoid the sun affecting the line of sight of participants. | ☑ |
| **Environmental conditions - Weather, Sun, Humidity**<br>• Assess weather conditions prior to undertaking the activity, inspecting the intended location in order to identify variable risks, hazards and potential dangers.<br>• Follow the school's sun safety policy, including appropriate clothing, sun protection (e.g. sunscreen) and shade facilities when outside.<br>• Follow the managing excessive heat in schools guidelines when participating in very hot or extreme heat conditions.<br>• Dry equipment (including bat grips, balls) if conditions cause dampness. | ☑ |
| **Facilities and equipment hazards** | |
| **Activity location**<br>Location must be suitable for the activity being undertaken to ensure safe participation and that safety rules and procedures can be followed. Undertake a reconnaissance of new or infrequently used venues to ascertain suitability. | ☑ |
| **Boundary clearance**<br>• Establish a safety zone around the playing area. If this cannot be achieved, consider ways of reducing risks e.g. reducing the field size.<br>• Ensure playing areas do not overlap. Where playing areas are placed parallel to each other, ensure there is sufficient distance to prevent stray balls creating a hazard.<br>• Ensure there are no sharp or rough edges (e.g. portable signage) facing the field of play. | ☑ |

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| **Chemicals**<br>• Lines are marked in accordance with the Line marking of sports fields fact sheet. | ☐ |
| **Faculty or dangerous equipment**<br>• Use markers made from non-injurious material (e.g. cardboard, foam).<br>• Check equipment for damage before and during the activity. | ☑ |
| **Fast moving objects**<br>• Use a soft (e.g. sponge) ball for inexperience participants.<br>• If using hard balls:<br>◦ ensure throwers are at least 5 metres apart during group instruction<br>◦ use personal protective equipment e.g. face masks, gloves, helmets<br>◦ Position left and right-handed participants to ensure maximum player visibility. | ☑ |
| **Player surface**<br>• Conduct a field check to identify and manage surface hazards. Clear the playing surface from loose items or debris. Do not participate on a surface that is slippery, unduly rough or chopped up.<br>• If securing bases to the ground, peg them in firmly to be level with the ground using rounded over pegs. | ☑ |
| **Student considerations** | |
| **Manual handling**<br>• Use correct manual handling processes when lifting, lowering, pushing, pulling or carrying | ☑ |
| **Physical contact - Accidental "bumping"**<br>• Manage injuries according to established procedures. If in doubt, do not allow students to return to play after injury until medically cleared. | ☑ |
| **Injury**<br>• Students aware of the location of emergency and first-aid equipment. | ☑ |
| **Physical exertion**<br>• Conduct warm-up/cool-down activities.<br>• Continually monitor participants for signs of fatigue and exhaustion.<br>• Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks. | ☑ |
| **Sharp Objects**<br>• Remove accessories (e.g. jewellery, lanyards) before participating.<br>• Ensure fingernails and hair and clothing (e.g. pockets) do not interfere with the activity. | ☑ |

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| **Student issues**<br><br>• Implement safety protocols during play including:<br>  ◦ watch play at all times when warming up<br>  ◦ drop, not throw, the bat before running<br>  ◦ avoid intentionally clashing with an opponent<br>  ◦ remove dropped bat/tee as soon as possible.<br>  ◦ wait for permission to retrieve equipment from other fields.<br>• Implement procedures (e.g. buddy system, roll marking mechanisms) to account for all participants before, during and after the activity. | ☑ |
| **Additional links**<br><br>Sporting Schools resources | |
| Students briefed on safety when using blindfolds and supervised. Path for blindfold use is age appropriate and free of unforeseen hazards. Partner is able to manoeuvre student around structures easily.<br>Students briefed on how to safely lift in a partnership and items being lifted are kept light weight. | |

## Planning Considerations

**Which students will be involved?**

- Consider the number of students, size of student groups and students' capabilities e.g. age, experience, competence, fitness, maturity.
- Consider any individual student needs e.g. personalised learning, support provisions (including behaviour support plans), health management (including health plans and prescribed medication requirements).

**Where will the students be?**

- Consider the location of the activity e.g. remote/easily accessible, public /private, school/classroom/workshop/other.
- Is the number of students appropriate for the available space?
- If outdoors – sunsafe strategies are implemented; weather and environmental conditions are assessed before and during activity (e.g. temperature, storms, water currents, tides); and strategies to reduce the likelihood of viruses, allergies and skin infections caused by insects (e.g. ticks, mosquitoes, spiders) and other animals are applied.
- The site is checked for hazards (e.g. poisonous plants, dangerous animals, uneven terrain, barbed wire,) and necessary controls implemented.
- Activities are appropriately situated in relation to buildings, pedestrians, members of the public, vehicles and other activities e.g. designated areas for activity, spectators and vehicles are established.

**What will the students be doing?**

- Consider the nature and duration of the activity i.e. need for drinking water, food, rest, appropriate clothing, warm-up and warm-down.
- Instruction in rules and pre-requisite skills is provided.
- Student skills are developed in a progressive and sequential manner.
- First aid and emergency medical treatment provisions are appropriate for the type of activity and location e.g. first aid kit, first aid trained personnel, Ventolin®, Epipen®, and students' personal prescribed medications as required in health plans are available.
- Emergency response strategies are in place e.g. communication plans (e.g. mobile phone, walkie talkie), safety induction, evacuation plans.
- Hair, clothing, footwear and jewellery are worn in a manner that is appropriate and safe for the activity.
- Personal items, e.g. drink bottles, towels and mouthguards, will not be shared between students.

**What will the students be using?**

- Instruction in safety procedures and safe handling of equipment is provided.
- Equipment is suitable for the activity, properly maintained, appropriately used and complies with the relevant safety standard.
- Relevant department procedures and guidelines are adhered to for the use of equipment and work processes.

**Who will be leading the activity?**

- A registered teacher has overall responsibility for the activity.
- Sufficient adult supervision is in place to manage the activity safely (including in emergency situations).
- The activity leader has the competence (knowledge and skills) to plan, induct, instruct and manage the activity safely for students and others.
- There are sufficient adults present with current First Aid qualifications (including CPR) or ready access to qualified first aid personnel.
- Blue Card requirements are adhered to for leaders/volunteers.

☑ I have incorporated the above factors when planning my risk management strategies for this activity.

☐ Additional activity-specific requirements for students with specialised learning needs are provided in the Other Details box below.