

# Brisbane Urban Environmental Education Centre

## Curriculum Activity Risk Assessment

### Activity Details

CARA Creation Date: 19-Nov-2024			
Activity:	<b>Other</b>	Activity Name:	<b>Year 5 - Missing Creatures Unit</b>
Activity Scope:	<p>This generic template is provided to support schools in implementing the <a href="#">Managing risks in school curriculum activities procedure</a>.</p> <p>The <a href="#">CARA planner</a> must be used in conjunction with this guideline for the specific school context, considering additional risks, hazards and controls and including environmental, facility, equipment and student considerations.</p> <p>Depending on the scope of this activity, other risk assessments may be required when planning. Curriculum activities encompassing more than one <a href="#">CARA guideline</a> must comply with the requirements of all CARA guidelines appropriate to the activity.</p> <p>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.</p> <p>For activities conducted off-site, schools must comply with the <a href="#">School excursions and international school study tours</a> procedure.</p> <p>For activities conducted as part of representative school sport programs, schools should consult with <a href="#">Queensland School Sport</a>.</p> <p>Use the CARA risk matrix (located on the <a href="#">CARA planner</a>) to determine the inherent risk level of the activity before any control measures are put in place.</p>		
Guidelines:	<a href="https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines">https://education.qld.gov.au/curriculum/stages-of-schooling/CARA/activity-guidelines</a>		
Activity Description:	<p>Students use scaled replicas of dinosaurs to examine how these creatures were suited to their environment. On the day, they will:</p> <ul style="list-style-type: none"> <li>-Discover Australian examples of prehistoric creatures.</li> <li>-Use scale models of dinosaurs to make inferences about behaviour according to physical characteristics.</li> <li>-Examine teeth and claws to draw conclusions about behaviour.</li> <li>-Create plaster casts of real dinosaur footprints using moulds.</li> </ul>		
Inherent Risk Level:	Low		
Inherent Risk Level Description:	Little chance of incident or serious injury		
Start Date:	Tuesday, 28 January, 2025	End Date:	Friday, 12 December, 2025
On School Grounds:	No	Is parental permission required for this activity?	Yes

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### Activity Requirements

#### Students

Schools must consider age, maturity and skill level of students when planning curriculum activities. 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.

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) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures.

The school's [sun safety strategy](#) must be followed if participating outside.

Follow the [Managing excessive heat in schools](#) guidelines on hot days.

#### Emergency and first-aid

Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. separation from group, fire/evacuation).

Adult supervisors must have:

- emergency contact details of all participants
- a medical alert list and a process for administering student medication;
- communication equipment suitable to conditions (e.g. mobile phone) and a process for obtaining external assistance and/or receiving emergency advice;
- an appointed emergency contact (e.g. the Principal).

Safety procedures must be determined for the location (e.g. roll marking, process to rapidly communicate emergency advice to adult supervisors of impending severe events) and are to be informed by available safety information (e.g. venue/expert advice, manufacturer's instructions, product labels, vendor SDS and SOP) .

Access is required to [First aid equipment](#) and consumables suitable for foreseeable incidents.

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</](#)

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Evacuation and lockdown procedures will be shared with all students, client teachers and adults at the commencement of the program.

### Risk Management Details

Supervision	
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' disability on safety during the activity.	<input checked="" type="checkbox"/>
The number of adult supervisors required to fulfil emergency and supervision roles must consider the nature of the activity, students' ages, abilities and specialised learning, access and/or health needs.	<input checked="" type="checkbox"/>
Before the activity, all adult supervisors: <ul style="list-style-type: none"> <li>must be familiar with the contents of the CARA record</li> <li>must assess <a href="#">weather conditions</a>, and obtain accurate information on <a href="#">tides</a>, depths, currents and other expected water conditions (if applicable) prior to undertaking the activity, inspecting the intended location in order to identify variable risks, hazards and potential dangers.</li> </ul>	<input checked="" type="checkbox"/>
During the activity, all adult supervisors: <ul style="list-style-type: none"> <li>must be readily identifiable</li> <li>must closely monitor students with health support needs</li> <li>must comply with control measures from the CARA record and adapt as hazards arise</li> <li>must suspend the activity if the conditions become unfavourable (e.g. poor visibility, extreme temperatures, thunderstorms).</li> </ul>	<input checked="" type="checkbox"/>
Minimum 2 staff required for a group of 30 students (1 BUEEC staff + 1 client teacher). Teacher Aides and adult helpers are welcome to provide additional supervision and support.	

### Supervisor Qualifications

All adult supervisors must comply with the <a href="#">Working with Children Authority - Blue Cards</a> procedure and be able to identify, and respond to, risks or hazards that may emerge during the activity.	<input checked="" type="checkbox"/>
A registered teacher must be appointed to maintain overall responsibility for the activity.	<input checked="" type="checkbox"/>
At least one adult supervisor is required to be:	
A registered teacher with knowledge of the activity and its potential hazards	<input checked="" type="checkbox"/>
or	
An adult supervisor, working under the direct supervision of a registered teacher, with competence (knowledge and skills) in the activity.	<input type="checkbox"/>
Registered teacher with minimum qualifications and experience as required by the nature of the activities. All BUEEC staff hold current First Aid and CPR qualifications.	

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Facilities and Equipment	
Consult <a href="#">Chemicals in curriculum activities</a> for support in assessing the risks of chemicals used with/by students in curriculum activities.	<input checked="" type="checkbox"/>
If a CARA record is required in OneSchool, a summary of chemicals, plant, equipment and/or materials used in the activity must be provided by entering directly onto the CARA record in OneSchool or by attaching a summary. Sample templates are provided on <a href="#">Chemicals in curriculum activities</a> and <a href="#">Plant, equipment and materials in curriculum activities</a> .	<input checked="" type="checkbox"/>
Location must be suitable for the activity being undertaken, including sufficient space, adequate lighting and ventilation to ensure safe participation and that safety rules and procedures can be followed. This may be in a specialised facility (e.g. laboratory) or other suitable location (e.g. incursion, field trip). Undertake a reconnaissance of new or infrequently used locations to ascertain suitability.	<input checked="" type="checkbox"/>
Designated areas for the activity, spectators and vehicles are established (e.g. safety/exclusion zones considering buildings, pedestrians, members of the public, vehicles and other activities).	<input checked="" type="checkbox"/>
Participants must wear <a href="#">Personal protective equipment</a> as relevant (e.g. enclosed footwear).	<input checked="" type="checkbox"/>
Equipment must be sized to match the ability and strength of students and used in accordance with the manufacturer's instructions.	<input checked="" type="checkbox"/>
If privately owned equipment is being used, Principal approval and owner consent/insurance details must be obtained prior to the activity.	<input type="checkbox"/>
<p>Client students/teachers are advised prior to the excursion to bring sun safety equipment and bottled drinking water. Client schools are required to bring a first aid kit which meets the needs of that school in relation to the specific requirements of individual students and accompanying adults, as well as the variation to routine approval process of the school.</p> <p>BUEEC staff will discuss program specific equipment prior to use, outlining correct procedures and safety requirements. Students will be using CSR Casting Plaster as part of their dinosaur footprint creation that takes place in a well-ventilated area (classroom deck). Students will wear an apron, goggles, gloves and a dust mask at all times during this activity and will be under constant supervision of BUEEC staff.</p> <p><b>**Additional 'Year 5 MCU Chemicals' document attached outlines the 'Chemicals in curriculum activity' for this program.</b></p>	

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### Hazards and Control Measures

Information on managing common hazards and risks in the school environment can be found at [Hazards and risks](#).

#### Consider environmental hazards

e.g. *Insects and wildlife* - Instruct students not to feed wildlife and how to respond to approaching wildlife. Establish protocols for the use of insect repellent, outlined in [Insect viruses and allergies](#)

#### Consider facilities and equipment hazards

e.g. *Gravel on playing surface* - 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.

#### Consider students

e.g. *Exhaustion, fatigue* - Ensure drink breaks occur regularly. Make water available for individual participants between drink breaks. Conduct [warm-up/cool-down](#) activities.

Part of this program takes place outside of a classroom. Students should bring along adequate sun protection, a hat and water bottle. Students will be monitored by BUEEC staff for fatigue and establish rest, food and water stops are timetabled into the excursion.

BUEEC staff will assess the appropriateness of weather conditions before and during the activity.

BUEEC staff will not allow students to climb trees, constantly monitor surroundings for slip, trip and fall hazards, and ensure that everyone wears appropriate footwear at all times.

BUEEC staff will have a basic first aid kit.

The client school will provide class lists and advise BUEEC staff of medical information and individual behaviour/learning considerations prior to the excursion.

Client teachers with pre-existing medical condition are to advise BUEEC staff of procedures in the event of an incident. These are to be advised on the pre-visit form prior to the excursion.

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### 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.

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Individual student needs e.g. personalised learning, support provisions (including behaviour support plans), health management (including health plans and prescribed medication requirements) are required to be identified and managed by the client teacher. Any subsequent program modifications will be guided by the client teacher or relevant client school staff.