



Games

Standard Operating Procedure and Risk Management Plans



Indoor Games, Outdoor Games, Team Games, Whole Camp Games

Revised 2021

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OVERVIEW

This activity could incorporate one or more of a number of different games. Any game that is played must have had a hazard/risk assessment carried out on it. These games typically comprise of a group being divided into two teams and competing against each other to achieve a certain outcome.

OUTCOMES

These games should promote physical activity, good teamwork, good sportsmanship and should work towards developing the participant's motor skills and help them recognise and use their skills and talents

PRE-REQUISITES FOR INSTRUCTORS

The instructor should be capable at controlling a group and able to clearly explain the rules and expectations of the participants. There should be at least one adult present with a first aid qualification.

LOCATION

On site at Blue Lagoon or off site. The area must clear of tripping hazards.

PRIOR TO COMMENCING

Prepare the required equipment and ensure it is in good working order. Ensure the area is free of hazards and is safe and appropriate to use for the specific game being played.

INITIAL INTRODUCTION AND PARTICIPANT BRIEFING

Participants should be briefed on behavioural expectations, the rules of the game, correct use of the equipment and it should be ensured that they are wearing the appropriate clothing and footwear.

The group will need to be divided into teams as deemed necessary and play should be supervised by the instructor at all times.

SPECIFIC ACTIVITY SAFETY AND INSTRUCTIONS

See Blue Lagoon Games Manual for specific instructions and equipment for each game/activity.

Check area for holes, trip hazards, dangers to participants and wear and tear of equipment prior to commencing activity.

New games should be written up and added to the games folder as a record of what equipment was used and how to play.

PACK UP AND DEBRIEF

All equipment should be checked for wear and tear/damages at the conclusion of each session. The group should be debriefed on how they worked together, how they could have done this better, the strengths and weaknesses of the individual team members and what they liked about the session.

INSTRUCTOR RESPONSIBILITIES

To supervise the movements of the participants

To ensure the safety of the participants during the session

To administer first aid or delegate it to another qualified adult

To ensure the equipment is set up, packed up and stored correctly and is checked for damages.

ASSESSING THE LEVEL OF RISK

Once risks are identified, they are evaluated on a 2 dimensional matrix using a qualitative rating of the likelihood of the event occurring and the scale of the possible consequences. When risks have been identified, they are analysed by combining the consequences and likelihood to produce a level of risk. This form of evaluation provides a good graphical representation of how serious the risk is or where it lies within a group of risks. The risk analysis provides information critical to determining what risks need to be treated and what risks are accepted.

The following matrices have been utilised for the assessment process;

Table 1: Likelihood Matrix

| Level | Descriptor | More Detail |
|-------|----------------|--|
| A | Almost certain | Will occur. Expect frequent/regular occurrences. |
| B | Likely | The event will probably occur more than once |
| C | Possible | The event might occur at some time |
| D | Unlikely | The event is not expected to occur |
| E | Rare | The event may occur only in highly exceptional circumstances |

Table 2: Consequence Matrix – relate to the *most probable* outcome.

Eg. A fall from a windsurfer is most likely to result in **no or minimal injury and therefore be rated as 1-2 ie. insignificant/minor.**

| Level | Descriptor | More Detail | Injuries | Potential Operational Impact |
|-------|---------------|---|---------------------------------------|---|
| 1 | Insignificant | Low Impact, no injuries/damage, low profile. | None | Student still able to participate. Little impact <30min |
| 2 | Minor | Minor Injuries/damage sustained. Low impact, possible public embarrassment. | First Aid Treatment | Student able to participate after treatment. Low impact <30min |
| 3 | Moderate | Significant injuries/damage sustained. Public embarrassment possible. | Medical Assistance Required | Student unable to continue with activity. Instructor impact whilst treatment given. |
| 4 | Major | Extensive injuries/damage sustained. Loss of instructional capabilities, public embarrassment, 3 rd party action, high news impact | Extensive Injuries. Medical Treatment | Loss of instructor/s whilst treatment/medical aid given. Extended rehabilitation of injury/damage repair. |
| 5 | Catastrophic | Public embarrassment, 3 rd party action, high news and media impact. | Deaths | Loss of instructor/s, closure of centre whilst investigation conducted. |

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Table 3: Level of Risk – consideration of both likelihood and consequence.

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|--------------------|
| Consequence |
|--------------------|

| | | | | | | |
|-------------------|---------------------|--------------------|------------|---------------|------------|-------------------|
| Likelihood | | 1 Insignificant | 2 Minor | 3 Moderate | 4 Major | 5 Catastrophic |
| | A Almost Certain | High | High | Extreme | Extreme | Extreme |
| | B Likely | Medium | High | High | Extreme | Extreme |
| | C Possible | Low | Medium | High | Extreme | Extreme |
| | D Unlikely | Low | Low | Medium | High | Extreme |
| | E Rare | Low | Low | Low | High | High |

Important Note: Following the identification and implementation of risk management control measures it is assumed that all Risk Descriptions will be reconsidered as having a “low risk” factor. If the re-assessed level of risk remains at “Extreme” or “High” following implementation of control measures serious consideration should be given to not proceeding with this activity. Risk vs Reward for this specific activity should be carefully considered!!

Table 4. Risk Priority – an indication of how quickly/frequently an identified risk needs to be addressed and/or monitored.

| Rating | Description |
|---------------|--|
| Low | Low priority. |
| Medium | Medium priority. |
| High | High Priority. Requires immediate action to redress risk. Additionally, risk should be closely monitored to ensure management strategies to reduce risk are effective. |

Important note: The assessment and identification of **Risk Priority** should not be solely based upon the likelihood or frequency of an event occurring, but more a consideration of a number of factors, including: *frequency, likelihood, consequences (particularly the possibility of serious personal injury or death) and risk of litigation or legal exposure!* A student competing in a

bicycle tour event on a controlled public road is very unlikely to be involved in a collision with a motor vehicle, however the consequences may well be most serious, with the possibility of a serious injury and possible legal exposure. Therefore a Risk Priority rating of **High** should be applied, with appropriate risk management.

Risk Register/Risk Management

Activity: **Games**



Activity Description: Games sessions may be run in any area that is deemed appropriate for the specific activity being undertaken. They should encourage physical activity, should aim to develop physical and problem solving skills and team cooperation should be fostered and encouraged.

General Safety consideration: Known hazards will be identified to all participants, in particular the risks to participants when rules are not followed. Participants will be required to wear appropriate footwear and clothing for the location of the activity and weather conditions. Any hazards in the area to be used should be removed or isolated to ensure participant safety. When new games are developed or used they should be added to the Games folder and equipment used should be outlined.

| Risk description. What and how can it happen | Likelihood (Refer Table 1) | Consequence (Refer Table 2) | Level of Risk (Refer Table 3) | Management. Including existing Control measures to eliminate or reduce the risk. Note: Once the risk management measures listed below are followed all risks described in column 2 will be reconsidered as having a "Low Level of Risk". | Priority (Refer Table 4) |
|--|--------------------------------------|---------------------------------------|---|--|------------------------------------|
| Trip, slip, falls | C | 2 | Medium | <ul style="list-style-type: none"> • Surface should be suitable for the game being played. • Any objects that create a tripping hazard should be removed if possible • Participants should wear appropriate footwear. | Medium |
| Personal Injury | D | 2 | Low | <ul style="list-style-type: none"> • Remove any items that may cause injury from the area • Use appropriate equipment and ensure it is in good repair. • Appropriate clothing and footwear should be worn. | Medium |
| Heat Exhaustion | C | 2 | Medium | <ul style="list-style-type: none"> • Allow participants to have drink breaks and rests if weather is hot. • Encourage wearing of sunscreen, hats, sun smart clothing. | Medium |
| Collision with other players | C | 2 | Medium | <ul style="list-style-type: none"> • Brief participants on watching out for one another. • Rules in place to reduce body contact. • | Low |
| Equipment failure | D | 2 | Low | <ul style="list-style-type: none"> • Inspection of equipment prior to activity commencing. • Equipment for new games should be checked by an instructor before use. | Low |
| Severe Weather | D | 2 | Low | <ul style="list-style-type: none"> • Instructor to be aware of weather forecast prior to activity commencing • If severe weather conditions arise move group to shelter or indoors. • In the case of lightning play must not be resumed until the weather clears. | Low |