

Staff Activity Procedures and Policies

For
AGH Camps Pty Ltd

Staff Activity Procedures and Policies

Introduction

The following manual outlines the Staff Activity Procedures and Policies (SAPP's) for AGH Camps Pty Ltd. The SAPP's have been designed to be in line with industry standards or recommended best practice.

The SAPPs are designed to outline to the employee; the company procedures and guidelines they must adhere to whilst employed by the company. It is the employee's responsibility to ensure they are current with the companies' SAPP's and continue to monitor any changes.

If an employee operates outside of the SAPP's; without good reason, or approval from the Campsite Manager/s or Director, they may not be supported in a court of law.

Mission Statement / Camp Philosophy

At AGH we aim to allow our clients to develop through experience in a safe and controlled environment. Students are encouraged to step outside their comfort zones and push themselves to do things they don't get the opportunity to do every day. Using a "Challenge by Choice" philosophy the students are guided to set their own boundaries and over the course of their program attempt to increase their "safe space".

The change in environment from the classroom to the outdoors allows students to remove their borders and learn skills that will help them throughout their school and social life for many years to come.

Our staff are trained to guide rather than force the students to reach their goals.

Table of Contents

Policies and Procedures

Introduction	2	Emergency Management Procedure	11
Mission Statement / Philosophy	2	Food Safety Policy	14
Table of Contents	3	Group Sizes and Ratios	21
Accidents and Incidents	4	Maintenance	23
Child Protection Policy	5	Risk Assessment and Risk Management	24
Conditions of Employment	7	Staff Training and Qualifications	26
Covid Policy	10	Weather	27

Activities

Archery	32
Gorge Swing	37
High Ropes	42
Maxi Zips	48
Raft Building	57

**If an activity doesn't exist then use the SOP's for your guide

Accidents and Incidents

Accident

An accident is where a participant requires medical attention greater than a band-aid, bump or bruise. This is essential when a visit to a Doctor/GP or hospital is required either on camp or on returning home or if the accident / incident involves injuries to the following areas:

1. Head
2. Neck
3. Wrist
4. Ankle
5. Fingers

**This is because injuries to these areas can involve limited pain but have future issues

A senior staff member or management will interview the injured participant, instructor who witnessed the incident, anyone who administered first aid and the supervising teacher. The report will be filled out using this information and then it is shown to the following to obtain names and signatures if they approve the report

1. Injured Person
2. Witnessing staff member
3. Supervising Teacher
4. Management

Incident

An incident is where medical attention isn't required, however, the situation requires documentation. E.g., a fight between students / staff, vehicle accident, near miss incident.

Both the Incident and Accident reports are scanned and filed in the cloud and hard copy kept in the office. A copy can be made available for the teachers if required for their records.

Child Protection Policy

AGH has a responsibility to promote a safe environment for all participants in our business. We must also assist staff in recognising and reporting suspected child abuse.

Legislation has been passed, which provides a set framework for agencies that work with children, in relation to establishing and implementing child protection and intervention strategies. The policies cover key issues such as employment screening, and the notification of child abuse allegations.

The NSW Office of Children's Guardian is responsible for overseeing and upholding child protection in NSW. Numerous Acts (laws) help to govern and guide the process of child protection including:

The Office of the Children's Guardian was established by the Children and Young Persons (Care and Protection) Act 1998.

On 1 March 2020, the [Children's Guardian Act 2019](#) came into effect. Powers and functions of the Children's Guardian from the Children and Young Persons (Care and Protection) Act 1998 and Adoption Act 2000 were consolidated into the new Act.

The Guardian also administers the [Child Protection \(Working with Children\) Act 2012](#).

The Guardian administers the following Regulations:

[Child Protection \(Working with Children\) Regulation 2013](#)

[Children and Young Persons \(Care and Protection\) \(Child Employment\) Regulation 2015](#)

[Children and Young Persons \(Care and Protection\) Regulation 2012](#)

[Adoption Regulation 2015](#)

Regulations under Children and Young Persons (Care and Protection) Act

1998 and Adoption Act 2000 remain in force until new Regulations are made under the new Act.

AGH will follow any guidelines set forward by the Office of Children's Guardian in relation to monitoring and reporting.

All AGH staff are required to have a current Working With Children (WWC) license which has been cleared through the Office of Children's Guardian. This information is stored in the cloud and periodically monitored

Conditions of Employment

Staff are employed under the **Amusement, Events and Recreation Award 2020**.

This can be referred to as a reference for pay scales, terms and conditions of employment.

Additional Wage Conditions

From time to time you may be asked if you would like to work outside of the conditions inside your contract. Some of these additional wage conditions are:

- **On-Call allowance:** If required to work on-call for a group you will be given the work phone and can either stay on-site or at your own residence. It is expected that any calls made are answered and you as the responsible party will deal with the situation. For this role you will be paid \$50.00 per night regardless of if you are called upon or not. If you are called upon then you will instantly revert to your standard pay rate with the minimum of \$50.00 payable.
- **Meal Allowance:** If you are working a shift that includes a meal then you are allowed to eat the same meal that is being provided or an alternative if the cook / chef has provided a specific staff meal. It is expected that the food provided is served to the clients prior to AGH staff taking their portion, however, in certain circumstances it is needed to be taken beforehand. Check with your manager if you are unsure. If you are not working a shift but staying on site then you can request to assist with the meal service and then eat a meal afterwards. If it is not reasonable for you to return home (e.g. if working at another centre) then you are entitled to a meal without requiring to assist with service.

Duty of Care

School Groups

Whilst at camp the highest ranked teacher on site with each group has the official "Duty of Care" of the students from their school. They may be guided by our staff as to the "best practice" in relation to any accidents, incidents or situations, however, the final decision by

the highest ranked teacher must be observed and followed.

All AGH staff should still obtain a level of “Duty of Care” over the students and teachers in their group whilst on duty.

Non-School Groups

Whilst working with non-school groups you are expected to maintain a professional attitude and performance to the standards set by AGH.

Negligence

Negligence is the failure to take **reasonable steps** (to your level of training) to ensure the safety of people in your care. This extends to the condition and set-up of equipment (passing safety inspection for each use) and assessment of the environment in which the group is located.

All employees are bound to operate to the Standard Operating Procedures and the Staff and Activity Procedures of the company. Any methods operated outside of these will result in a review of the employee's position. All activity staff must read these procedures before operating or conducting any activity; Staff are to take all reasonable steps to ensure the safety of participants in each group.

Alcohol

- Staff whilst on duty must have a 0.0% blood alcohol level.
- Visiting teaching staff must abide by their own independent policy regarding consumption of alcohol.
- Visiting teachers have the duty of care of the students on camp and need to perform whatever duties that they are required to ensure students are safe and supervised appropriately.

Smoking

- Smoking is prohibited in all AGH Camp buildings and should only be done in the designated smoking zones.

Illegal Drugs/Narcotics

Staff found in possession of, or under the influence of, a narcotic or illegal substance will have their services terminated and the Police notified immediately.

Vehicle Use

- Operation of vehicles onsite must still follow all road rules where possible e.g., wearing a seatbelt, not travelling at excessive speeds, using caution and stopping around high traffic areas, wearing a helmet on quad bikes / motorbikes, not using mobile phones whilst moving around the site
- Operation of vehicles off site must follow all the rules as per NSW Roads and Maritime.
- Vehicle operation around high traffic areas when clients are on site should be kept to a bare minimum and only when absolutely necessary. Pedestrians have the right of way in all scenarios and where possible use alternate routes to avoid coming into contact with pedestrians.

Covid Policy

Our detailed Covid Safety Policy is available on our website in the Teachers / Organisational Documents section <https://aghcamps.com.au/teachers/organisational-documents/> This plan is regularly updated if new information or regulations come to hand. This plan is also available for all group bookings through our online portal for them to access.

Emergency Management Procedure (EMP)

An EMP is a written set of instructions to help employees deal with incidents or situations that could pose a threat to life, health or property. There are different types of emergency situations, including (but not limited to):

- Missing Participant,
- Medical emergency,
- Bomb threats,
- Fire,
- Flood,
- Electrical storm.

A detailed EMP is covered in the Staff & Activity Procedures (SAPPS). Below is a summary of some of the key points.

Warning Signal

In the event of an emergency, a person will continue to blow three loud whistles until everyone is assembled at their designated Safe Meeting Place.

Safe Meeting Place

Should there be the need for an evacuation of an area, or there is obvious concern for the safety of any participants, or staff from a hazard, the group must move to your designated safe meeting place. The instructor in charge of the group will lead the students and teachers to the appropriate destination and follow any directions from their **Campsite Manager**.

Types of Communication

At present the 3 methods of communication used at AGH Camps are mobile phone, landline phone and verbal instruction.

Remember that the emergency could involve more than your situation. The command centre needs to coordinate all parties and be free to do so.

Should the phone system fail, all persons involved need to report to their designated safe meeting place. From these safe places communication will be established, and the Chain of Action implemented.

General Emergency Procedure for AGH

Fire

If an emergency of this type is threatening the safety of AGH and the participants your instructor will contact the **Campsite Manager** and report it. In the event of a bushfire AGH will use their Bushfire Management Plan (BMP). All managerial staff have the NSW RFS "Fires Near Me" app installed and with AGH listed as a Watch Zone. All notifications of fires in the area are noted to the Manager in charge who will liaise with any groups on site or visiting in the short term if they are deemed to be a threat.

Explosion, Flood, Chemical Spill

If an emergency of this type is threatening the safety of AGH and the participants your instructor will contact the **Campsite Manager** and report it. Office staff will communicate with **Emergency Services** and co-ordinate other resources.

Road Accident

If an emergency of this type has occurred and involved AGH and/or its participants your instructor will contact **Police and Ambulance** and will address the wellbeing of the participants.

Electrical Storm

If an emergency of this type is threatening the safety of AGH and the participants, the activity **must** stop, and participants will be moved to a safe place. The office or the **Campsite Manager** will be contacted to alert them of the situation.

Medical Emergency

If an emergency of this type is threatening the safety of AGH and the participants your instructor will contact the office or **Campsite Manager** and report it. Office staff will communicate with the **Emergency Services**, and you are to immediately address the wellbeing of the participants.

An ambulance must be called if the patient/s is clearly in need of medical attention, or the medical incident is above the level of training of the instructor or teacher.

Emergency Services (DIAL 000)

- **Ambulance**
- **Police**
- **Fire**
- **SES**

After calling 000 you must be prepared to give the following details and answer any questions should they request additional information.

- Location (including landmarks)
- Telephone number of where the call is being made.
- What happened
- What is happening
- The number of people in need of assistance
- Condition of casualty or casualties
- Any other information they request

Food Safety Policy

Policy Objectives

The objective of this policy is to minimise the risks associated with the consumption of food consumed by the staff, visiting teachers, students and social catered groups by implementing an integrated education and enforcement approach.

Policy Scope

This policy applies to all premises or activities involved in the preparation, handling or storage of food for the consumption of meals during the time they are on camp.

Policy Statement

1. **VALUES**

AGH is committed to:

- ensuring the safety of all children and adults attending the service
- taking all reasonable precautions to reduce potential hazards and harm to children attending the service
- ensuring adequate health and hygiene procedures are implemented at the service, including safe practices for handling, preparing, storing and serving food
- promoting safe practices in relation to the handling of hot drinks at the service
- educating all service users in the prevention of scalds and burns that can result from handling hot drinks
- complying with all relevant legislation and standards, including the Food Act 2003 and the Australia New Zealand Food Standards Code.

2. SCOPE

This policy applies to all individuals involved in handling, preparing, storing and serving food for consumption at AGH, and to chefs, kitchen hands, Certified Supervisor, instructors, maintenance staff, students on placement, volunteers, clients, children and others attending the programs and activities of the service. The local council will organise regular inspections from the Health Inspector and enforcement activities relating to the preparation and handling of food within AGH; and assist in the assessment of planning and development applications incorporating food activities; provide fee-for-service pre-purchase inspections on request; and generally provide advice on safe food handling practices and where to find further information. This policy is intended to outline the framework for AGH food safety program and does not provide a comprehensive list of all of the specific requirements.

3. LEGISLATION, STANDARDS AND GUIDELINES

Food safety is very important in Outdoor Camp environments. Young children are often more susceptible to the effects of foodborne illness than other members of the community. Foodborne illness (including gastrointestinal illness) can be caused by bacteria, parasites, viruses, chemicals or foreign objects that are present in food. Food provided by a children's service:

- must be fit for human consumption
- must not be adulterated or contaminated
- must not have deteriorated or perished.

Safe food practices can also assist in reducing the risk of a severe allergic reaction (e.g., anaphylaxis) by preventing cross-contamination of any food given to children with diagnosed food allergies. Organisations that provide food to children have a duty of care to protect children from all hazards and harm. Employers are also required to provide a healthy and safe working environment for employees and contractors, and to ensure that other individuals, including children, clients and visitors, are not endangered when attending the workplace. In addition, employees, visitors and contractors are responsible

for complying with appropriate workplace standards and procedures that have been implemented to protect their own health and safety, and that of others.

3.1. Legislation

All NSW state legislation is freely available on the internet at www.legislation.nsw.gov.au

- NSW Food Act 2003
- NSW Food Regulation 2015
- NSW Local Government Act 1993
- Environmental Planning and Assessment Act 1979
- State Environmental Planning Policy - (Exempt and Complying) Codes 2008

3.2. Australian Standards

- Food Standards Code (Food Standards Australia and New Zealand)
www.foodstandards.gov.au
- Food safety standards place obligations on Australian food businesses to produce food that is safe and suitable to eat. There are also health and hygiene obligations for food handlers. The standards aim to lower the incidence of food-borne illness.
- There are five food safety standards, Standards 3.2.2 (Food Safety Practices and General Requirements) and 3.2.3 (Food Premises and Equipment) are mandatory for all food businesses.
- Australian Standard AS 4674 – Construction and Fit-out of Food Premises - Available for purchase at www.saiglobal.com

Outdoor Education Camps programs are those that predominantly handle potentially hazardous food that is served to vulnerable people. Standard 3.3.1, in Chapter 3 of the Australia New Zealand Food Standards Code (the Code), is one of the national food safety standards that outlines the responsibilities of food businesses to ensure that the food they produce is safe. This particular standard applies to Australian food businesses that provide meals for vulnerable persons (those who are at greater risk of being affected by foodborne illness), such as the very young, the elderly and individuals who are immunocompromised due to disease or treatment for other illnesses. Standard 3.3.1 requires such businesses to have a documented food safety program. These types of businesses must

- ensure food that is prepared is safe to eat
- be inspected by the council when first registered or when registration is transferred to a new proprietor
- have a food safety program that is tailored specifically to their activities
- keep a copy of the food safety program on site
- appoint a food safety supervisor with the necessary skills and accredited training

Procedures

The Approved Provider (AGH) is responsible for:

- ensuring that the Nominated Supervisor, staff and volunteers at the service implement adequate health and hygiene practices, and safe practices for handling, preparing and storing food, to minimise risks to children being educated and cared for by the service
- complying with all requirements of the service's food safety risk classification under the Food Act 2003, as outlined by local council, including implementing a food safety program and employing a food safety supervisor if required
- ensuring that the Nominated Supervisor and all staff are provided with access to a copy of this policy and are kept up to date with current legislation, standards, policies, information and resources relating to food safety
- ensuring that staff undergo training in safe food handling, as required
- monitoring staff compliance with food safety practices
- encouraging volunteers to complete training in safe food handling techniques
- ensuring that good hygiene practices are maintained at the service
- displaying hygiene guidelines/posters and food safety guidelines/posters in the food areas of the service for the reference of staff and families involved in the preparation and distribution of food to children
- ensuring that this policy is referred to when undertaking risk assessments for off-site excursions and other service events
- ensuring measures are in place to prevent cross-contamination of any food given to children with diagnosed food allergies

- identifying potential hazards that may reasonably be expected to occur at each stage of the food-handling and preparation cycle and developing procedures to minimise these hazards. Stages of the cycle include ordering, delivery, storage, thawing, preparation, cooking, cooling, handling post-cooking, reheating and serving
- ensuring that all facilities and equipment for food preparation and storage are clean, and in good repair and working order
- providing a calibrated thermometer in good working order, suitable for monitoring the temperature of the fridge/freezer in food preparation areas. Glass thermometers containing mercury are not recommended in or near food preparation areas
- removing pests and vermin from the premises
- informing NSW DoE, DHS and clients if an outbreak of gastroenteritis or possible food poisoning occurs at the service
- informing families of the availability of cold storage facilities at the service to ensure clients make suitable food choices when supplying food for their own child, or for children to share
- ensuring staff, clients and others attending the service are aware of the acceptable and responsible practices for the consumption of hot drinks.

The Nominated Supervisor is responsible for:

- ensuring that staff and volunteers at the service implement adequate health and hygiene practices, and safe practices for handling, preparing and storing food, to minimise risks to children being educated and cared for by the service
- ensuring clients provide details of any specific nutritional requirements (including allergies) on the enrolment form, and when necessary, discussing these prior to the program commencing and whenever these requirements change
- keeping up to date with current legislation, standards, policy, information and resources relating to food safety
- ensuring staff undergo training in safe food handling and good hygiene practices, as required
- encouraging volunteers to complete training in safe food handling techniques

• ensuring students, volunteers, and casual and relief staff at the service are informed of this policy.

Certified Supervisors, educators and other staff are responsible for:

- keeping up to date with current legislation, standards, policy, information and resources relating to food safety
- being aware of safe food practices and good hygiene practices and undergoing training if required
- referring to this policy when undertaking risk assessments for excursions and other service events
- informing students, volunteers, and casual and relief staff at the service about this policy
- discussing food safety with children to increase awareness and assist in developing safe practices
- discouraging children from sharing drink bottles or cups
- providing adequate supervision of children while they are eating
- reminding children to wash and dry their hands – before touching or eating food – after using the toilet – after blowing their nose, coughing or sneezing
- encouraging any clients with nutritional requirements, food allergies or food sensitivities to approach the kitchen and feel comfortable asking for any changes to their meal plan, and informing the Nominated Supervisor where necessary
- seeking input from clients on cultural values or religious expectations regarding food handling, provision and consumption
- informing the Nominated Supervisor or Approved Provider of any outbreaks of gastroenteritis or possible food poisoning at the service
- removing hazardous food, including food that has fallen on the floor, and providing alternative food items
- documenting and implementing a food safety program, if required
- maintaining good personal and kitchen hygiene
- covering all wounds/cuts on hands or arms with wound strips or bandages
- wearing disposable gloves when handling food
- complying with the guidelines in relation to the consumption of hot drinks at the service

· informing clients and visitors to the service about the guidelines in relation to the consumption of hot drinks at the service.

Clients are responsible for:

- washing hands prior to participating in food preparation and cooking activities
- ensuring that food preparation surfaces, utensils, and reusable cups are clean
- washing all fruits and vegetables thoroughly
- wearing disposable gloves when handling food
- complying with the requirements of this policy
- providing details of specific nutritional requirements (including allergies) on the template they are provided and discussing these with the Nominated Supervisor or Office prior to the child commencing at the service and whenever these requirements change.

Volunteers and students, while at the service, are responsible for following this policy and its procedures.

Evaluation

In order to assess whether the values and purposes of the policy have been achieved, the Approved Provider (AGH) will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- monitor and investigate any issues related to food safety, such as reports of gastroenteritis or food poisoning
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle or as required

Group Sizes and Ratios

When considering group sizes and ratios, AGH ensures that many factors are taken into account to maintain high levels of safety and supervision, as it is of extreme importance. Various industry standards, inhouse training and feedback are used to formulate the group sizes and supervision ratios during our programs.

Activity group

- No group should proceed if safety is compromised by its size or lack of appropriate supervision. **AGH as a general guideline of a ratio of 1 qualified instructor and 1 visiting teacher to 30 students. Although a group may not proceed without a supervisor present, sizes may operate outside these guidelines to accommodate a range of scenarios that may include and not limited to:**
 - Participant needs
 - Nature of the activity
 - Weather conditions
 - School requests
- Some activities are mandated to have an assistant instructor present for the activity to be conducted and this would be stated in the individual SOP for those particular activities. For some activities it may be preferable to have an assistant instructor present, but not necessarily a requirement for the activity proceed.
- It is important that staff communicate the roles and expectations to the visiting teachers, careers and other support staff for each individual activity. They make up an important part of supervision. The teaching staff have the ultimate duty of care of the students

Large group activities

- No group should proceed if safety is compromised by its size or lack of appropriate supervision. The group sizes may increase considerably in large "whole" group activities, such as night activities for example. These activities must be staffed appropriately to

meet its particular needs and maintain appropriate supervision. Indoor activities would require less staff rostered on to run and supervise compared to wide outdoor activity. Each large group activity would have a minimum number of staff required for it to proceed. Each individual activities SOP will state the minimum staff required for it to proceed.

- The same as for the smaller group activities, it is important that staff communicate the roles and expectations to the visiting teachers, careers and other support staff for each activity. They make up an important part of supervision. The teaching staff have the ultimate duty of care of the students.

Maintenance

Activities

All activities are assessed each time they are used for any wear and tear and repairs required. If the activity is deemed unsuitable for use it will be removed from a program and an alternative is discussed with the teachers.

Some activities require more regular maintenance depending on the stresses placed upon them during each session

At Heights activities are inspected in more detail by staff at the end of each term and then a thorough check is performed annually by an external provider.

Equipment

All at heights equipment is assessed each time they are used for any wear and tear and repairs required. If the equipment is deemed unsuitable for use it is removed and assessed by the site manager if it can be repaired or needs to be removed.

Risk Assessment and Risk Management

All areas at camp have been assessed for using the following Risk Assessment Matrix

Risk Assessment Matrix

How likely is it to be that serious			
Very Likely	Likely	Unlikely	Very Unlikely
1	1	2	3
1	2	3	4
2	3	4	5
3	4	5	6
Severity – is how seriously a person could be harmed		Likelihood – is an estimate of how probable it is for the hazard to cause harm.	
Legend (as a guide only) 1 Extreme risk; action to rectify the hazard should commence immediately 2 High risk; action to rectify the hazard should occur within 48 hours 3 Medium risk, action to rectify hazard should occur within 7 days 4 Low risk; action to rectify hazard should occur within 14 days 5 & 6 Minimal risk, action to rectify hazard should occur within 21 days			

Each Activity area has been assessed and recorded in the Activity Specific Assessment.

AGH has also had the other areas including grounds and maintenance assessed in the Forster Site Specific Risk Assessment. Each of these plans is available in the online portal for the schools booked at camp.

The Risk Assessment plans were drawn up using the NSW Department of Education guidelines.

Risk Elimination or Control

Eliminate the risk. Eliminate the item or activity, e.g. do not undertake a particular high-risk activity such as abseiling in high wind; do not use high risk equipment. If elimination is not reasonably practicable, control the risk as far as practical using the hierarchy of controls below. Select the highest possible control and/or use a combination of controls to reduce the risk.

Substitute the hazard: Replace the activity, material, or equipment with a less hazardous one e.g., choose an easier bushwalk; substitute a food known to cause severe allergic reactions (for example, peanut butter or tree nuts) with alternative nutritious food.

Isolate the hazard: Isolate the hazard from the person at risk; isolate through distance e.g., select a lunch location well away from the water; check if a coastal walk has fencing. Care should be taken that measures implemented to isolate the hazard from the person do not constitute unlawful discrimination.

Use engineering controls: e.g. Have access to equipment to counteract the hazard; consider hiring coaches with seatbelts and ensure these are worn if available; ensure that an appropriately trained person is with the student at all times and has immediate access to a general use adrenaline autoinjector (i.e., EpiPen®) in the event of an emergency.

Use administrative controls: Establish procedures and safe practices e.g., supervision of students, clear rules, instruction in safe methods, training of staff, volunteers and students in the excursion activities or in the use of equipment and qualifications of instructors. Ensure individual health care plans are reviewed and updated for the excursion for students. Discuss student health needs with caterers, in consultation with parents/carers.

Use personal protective equipment: Use appropriately designed and properly fitted equipment such as safety goggles, sun safe hats and at least 30+ sunscreen and helmets, in conjunction with other control measures identified from above. Encourage students and staff to wear appropriate footwear and protective clothing at all times.

Staff Training and Qualifications

All new staff are required to complete a number of different stages of training in order to become an Outdoor Education Instructor. No one can instruct any group of clients on their own until all steps have been completed to a satisfactory level.

Pre-requisites / Qualifications

All instructing staff are recommended to have a current senior first aid qualification or equivalent.

Whilst previous qualifications and experience can aid a trainee's development, all trainees regardless of previous skills must complete the entire training course sufficiently.

Refresher Training

All existing staff are required to refresh their skills and knowledge where appropriate during the year to enable them to keep up to date with any changes to Standard Operating Procedures (SOP's) and also to allow them to get a start on the next working period after they have had a substantial break.

Weather

Flooding

Outside: Seek shelter and or high ground. Do not try to walk through the flash flood area.

In a Vehicle: Avoid driving through flooded areas. If caught there, watch for roads washouts and avoid dips and underpasses.

Course of Action: The instructor will call through to the office or Campsite Manager and let them know what is going on.

Lightning

NOTE: All activities that involve water, height and or cables are to be suspended for **15 minutes** after the last observed lightning or thunder.

- If you are outside involved in an activity at ground level, move to safety for the duration of the storm and continue the activity at your own discretion, but in line with these procedures.

The "3/1" rule

- A flash-to-bang count of 3 seconds indicates that lightning is 1 km away (15 seconds = 5kms away). Anytime lightning is sighted it must be considered that there is significant risk that the next strike could be at the observer's location. Thus, the activity should be suspended, and people moved to designated safe shelters.

Outside during an Activity

- If your group is participating in a water activity (canoeing, raft building, swimming, mud world etc, **leave the water immediately.**
- Get inside a vehicle or building if possible.
- Avoid water and objects that conduct electricity (e.g., Cables, metal fences). Do not stay in open space or under tall objects (trees, poles).

- If no shelter is available crouch down, feet close together with head tucked down. If in a group spread out, keeping people several metres apart. **Don't** lie down flat but **avoid** being the highest object in the vicinity.

In building:

- Before storm hits unplug appliances including radio, television and computers and do not touch electrical items or landline phones during the storm.
- Close windows and doors and keep away from windows and doors. **Keep clear** of electrical appliances, pipes and other metal fixtures (e.g., **don't** use the shower, hand basin or laundry/kitchen sinks).
- **Avoid** touching brick or concrete or standing bare footed on concrete or tiled floors.
- **Avoid** the use of fixed telephones. In emergencies, make calls brief.
- Don't go outside unless it is absolutely necessary.

Safe Structures for Shelter:

- Any permanent structures (e.g.: Meeting / Dining Hall, Kitchen, accommodation blocks etc).

In a Vehicle:

- Stay in vehicle with windows closed.
- If you position yourself/ group inside a fully enclosed metal vehicle, you must not be touching metallic objects referenced to the outside of the car / bus. Door, windows handles, radio dials, CB microphones, gearshifts, steering wheels and other inside-to-outside metal objects should be left alone during close lightning strikes.
- Do not drive, wait it out. But don't park under trees or other tall objects that may fall over in storm.
- Be wary of downed power lines that may be touching your car/ bus. You should be safe in the car but may receive a shock if you step outside.

Course of Action: Call through to the office and let them know what is going on. (In an electrical storm it is not advised to use your phone so please use your discretion when doing so. Your safety is paramount.)

First Aid for lightning strike

- **Call 000**
- DRSABCD (Danger, Response, Send for help, Airways, Breathing, Circulation, Defibrillation)
- Lightning strike victims do not retain an electric charge and are safe to handle.
- Eighty percent of lightning strike victims survive the shock. Common lightning aftereffects include impaired eyesight and loss of hearing. Electrical burns should be treated as other burns.

Hail

Indoors: Stay away from windows and glass doors. Be alert for signs of high winds or tornado (especially if hail is large) and follow cyclone precautions if necessary.

Outside: Seek cover, face away from wind and protect your head. Be alert for signs of high winds or tornado (especially if hail is large)

In a Vehicle / Bus: Keep head and face away from windows. Be alert for signs of high winds or tornadoes (especially if hail is large)

Hypothermia

Hypothermia is a condition in which the body temperature is 35° C or below and is caused by the loss of body heat. It occurs when the heat loss from the body is greater than heat production.

Causes of hypothermia include but are not limited to immersion in cold water and exposure to a cold environment including high winds.

Symptoms of mild hypothermia include, but are not limited to, blue lips, clammy skin and depleted mental function.

Prevention is the best treatment!

It is the instructor's responsibility to ensure each member in their group is dressed for the environmental conditions. E.g.: Canoeing ~ Participants will need to dress to stay warm and dry and be aware of the chilling effect of the wind.

If spending an extended period of time on the water or at the beach, the instructor needs to monitor each participant, checking to see if they are displaying any signs or symptoms of Hypothermia.

In consultation with the accompanying teacher, it is the instructors' responsibility, to use their judgment and call the activity off; if they feel participating in the activity is compromising the group's safety. Management needs to be made aware of any decision the instructor makes involving the group and their program.

Heat Exhaustion

This condition is usually caused by physical exertion during prolonged exposure to heat - your body simply overheats.

It is the instructor's responsibility to ensure their group acts responsibly in hot weather, and stays hydrated throughout the day, especially in the warmer months of the year.

During the warmer months of the year, if temperatures get too high, management will make a decision with regards to continuing the activities during the hottest part of the day.

Activity Procedures

The following pages are a detailed description of the activities procedures and policies given to all staff when they are employed with AGH. When changes are made to those documents, all current staff will be updated with those changes.

Archery

Staff Activity Procedure

Supervision

1 Qualified Instructor

Per 30 Participants

1 Visiting Teacher

Equipment (Optimum)

The following is a list of equipment that is ideal for the activity to run smoothly).

- 4 Right Handed bows
- 15 Arrows
- 4 Arm Guards
- 4 Fixed Targets

Activity Setup

- Check and collect gear.
- Ensure adequate arrows / targets / strung bows.
- Gear is to be left in the brown shed until the start of a session. No bows or arrows are to be left out in between sessions.
- Flag is to be hung out to alert any foot or vehicle traffic passing by that an archery session is happening.

Briefing Notes

Visiting Teacher's Role:

- Set the expectation that the teacher needs to be a role model for the participants and must follow all safety rules themselves.
- Assist with group management during the running of the session.
- Provide positive reinforcement and support for all levels of achievement.

Participant Briefing:

- Set Boundaries: Stay within vicinity of activity and not to interfere with other activities.
- Remain seated unless asked to do otherwise.
- Wait for instructions before commencing.
- Never move in front of the fence (Firing Line) unless asked to do so.
- Always point bows and arrows towards the targets.
- The spectators cannot distract the archers.
- Don't deliberately try and fire away from the targets
- Don't run on the range.
- Carry arrows with the nocks or shafts between your fingers, tips down with palm of your hand facing down as well.
- Explain the difference between "Range Open" and "Range Closed"

Outline equipment and care:

- Bow: Construction has two arms, a hand grip, arrow guide/rest, bow-string, and nocking point. Students are not allowed to dry fire the bow (fire bow without any arrow).
- Arrow: Feathers (fletching), nock, tip and shaft. Explain procedure for removing arrows from target i.e. supporting target at base of arrow with one hand whilst gripping shaft with other hand and gently pull and twist arrow out of target.
- Target: Scoring

Supervising Instructors Role:

- Do not run on the range or during the activity especially whilst carrying the arrows.
- Indicate to participants where and what the firing line is and stress the importance of keeping behind the firing line.
- Left-handed archers should be placed on the right-hand end of the line to avoid shooting back to back.
- A bow must not be drawn or loaded anywhere except the firing line.
- A loaded bow must only be pointed at the target.

- No one is allowed to retrieve their arrows until everyone has: finished shooting their arrows; placed their bows back on the bow rest; and the instructor has informed participants it is safe to retrieve arrows.
- Explain the 'Range Open' call. Only when range open is called can students walk past the firing line to collect arrows.
- Arrows should never be shot into the air (above the height of the target).
- Clothing: check clothing for suitability and fit. Shoes should be flat, long hair tied back, no long earrings, necklaces or jewellery should be worn.
- A Maximum 5 shooting participants at one time (4 is preferred). Everyone else must remain seated until they are called for their turn.
- When drawing the bow the elbow may hyper-extend, with females the elbow has a higher capacity to hyper-extend further. Indicate the clearance between arm and string, making special mention of the elbow position ensuring that all participants keep their elbows clear.

End of essential safety procedures

Lesson Delivery

Aims

- To introduce participants to the sport of archery, maximizing enjoyment through the instruction of basic skills, techniques and the highest standard of safety.

Outcomes

- Enable participants to experience a new activity.
- Set and achieve goals related to archery.
- Improve their skill level.

Instructor to Demonstration the following:

- Equipment should not be touched until the instructor has signalled 'Range Closed'.

- Demonstrate the correct stance with feet shoulder width apart, facing side on to the range and toes in line with the target.
- How to hold the bow: Non-Dominant hand holds hand grip of the bow ensuring the bow string is between the arm and the participant's body.
- Hold the bow horizontally and demonstrate how to load the arrow, ensuring that the sky-flight (odd coloured flight) is pointing upwards and the arrow is square in the string.
- The bow must be held towards the targets at all times explaining that even an unloaded bow is classed as a weapon and should not be aimed at anyone.
- The dominant hand is used for drawing the bow (pulling the string back). Basic position ~ one finger above the arrow and two fingers underneath the arrow. Alternate position is one finger above the arrow and one underneath.
- Slide the arrow across to the arrow guide.
- Click onto string (nocking point.)
- Sky flight [fletching] points up (the odd colour flight)
- Peace sign → scoop fingers down and up under string placing them either side of the nocking point.
- Twist the bow to 1 o'clock.
- Raise elbow so forearm is parallel to ground and draw back string. Do not draw string back to ear as nock on string may split due to pressure and pierce the eye.
- Aim by firing the first arrow and adjusting accordingly.
- Flick fingers to release
- After firing first successful arrow participants then wait for instructions regarding next arrows.
- Once three arrows have been fired participants are to place bow on holder and take one step back.
- Explain the 'Range Open' call. Only when 'range open' is called can students pass the firing line to collect their arrows.
- WALKING only on the range.
- Extraction of arrows. Place one hand against the target, the other grasps the arrow twists it and then pulls the arrow out. Watch behind.
- Carry between fingers with tip facing ground and return to arrow holders.
- Return only when all arrows collected.

- Next group continues when the instructor calls them to begin.
- Choose 4 students to commence.
- Allow one participant to fire at a time so instructions can be given to correct the technique.
- After the first turn each participant can be allowed to fire at will.
- Rotate through each of the participants allowing 3 shots each (if time is short you can reduce to 2 shots each).

Debrief

- Did the students enjoy the activity?
- Can they imagine ever being involved in an archery club?
- Did the student's skills improve throughout the activity?
- Emphasize how this is a range only activity.

Pack Up:

- Remove all equipment from the range and place back in the archery storage shed.
- Tidy the area and remove all rubbish.

Gorge Swing

Supervision

1 Qualified Instructor

1 Visiting Teacher

Per 30 Participants

Equipment (Optimum)

- 12 Full Body Harnesses
- 3 Attachment carabiners
- 3 Backup lanyards

- Access Step
- Power Key
- Winch control
- Safety Lanyard

Activity Setup

- ALL Harnesses and Helmets to be checked by the Instructor before each session.
- Power Key should be inserted in the power box under the shelter and turned on
- Winch remote should be tested to ensure it is working

Night Session: The Gorge Swing can be run in the evening ensuring that all lights are on and all working. The switch is located under the shelter

Briefing Notes

Visiting Teachers Role:

- Set the expectation that the teacher needs to be a role model for the participants and must follow all safety rules themselves.
- Assisting participants with the fitting of harnesses and helmets.
- Supervision of participants whilst they are waiting for their turn.
- Provide positive reinforcement and support for all levels of achievement.
- Ensuring participants only enter the gated area when instructed

Participant Briefing:

- Set boundaries: Stay within the vicinity of the activity and do not to interfere with other activities. Do not enter the gated area unless requested and do not go near the edge of the cliff face.
- Demonstrate Harness and *Helmet fitting (*when required) (see Harness and Helmet SOP).
- Emphasise only the participants and instructor should be in the gated area in the beginning, however, once the session is running you may let the teacher enter the gated

area to take photos for a brief period between helping with harnesses. Ensure they are fully briefed on the dangers with the access to the cliff face and not to enter the “Swing Zone”

Attachment

- When the swing is ready the participants are called over the loading area at the top of the ramp.
- Only after the instructor asks a participant move down the ramp and into the Swing Zone (one participant at a time).
- Position the Access Step under the position you want the participant to be secured to.
- Attach the carabiner to the waist loop, making sure the locking mechanism is working correctly. CLIP-SQUEEZE. **This process must be completed by the instructor.
- The backup carabiner is then attached using the same process ensuring it is facing in the opposite direction to the main carabiner.
- The swing seat is then placed behind the participant and they are requested to sit in the seat and get comfortable. That process is repeated until all participants are secured on the swing.
- Once all participants are connected, the step is to be removed and placed outside of the Swing Zone where it will remain until the swingers have stopped swinging.
- The instructor then double checks all connection points and instructs the participants to ensure their hands remain above the swing bar.

Hauling

- The Swing release is then connected and the middle swinger shown where the release cord is and how to pull it.
- The instructor does a safety check that the Swing Zone is clear then takes the winch remote and begins the hauling process. From this point on the instructor must maintain a visual on the Swing Zone to ensure nobody enters it. They should also listen for the sound of the gate being opened allowing someone to enter the gated area.
- The swingers are hauled via the mechanical winch controlled by the instructor via a remote either until they ask to stop or until the block on the haul rope reaches the pulley (whichever comes first).

- If the swingers ask to stop earlier than the top the instructor should double check they don't want to go higher before beginning the swinging process.
- Before the swing process has started the instructor should do a final check of the Swing Zone before beginning a count down to pull the release.
- If a participant is unable to pull the release cord or it becomes stuck the instructor should use the winch remote to lower the participants to a point where they can reset the release and begin the process again.
- The Swing release can also be set up to have the instructor release from the ground

Swinging

- Once the release is pulled the winch is returned back to the start and the instructor walks down the left side of the Swing area and attaches the swing release to the gate.
- When the swing has slowed to a speed making it safe to enter the swing zone the instructor then attaches the safety lanyard to the back of their harness and safely enters the swing zone on the high side at the top of the stairs.
- Using a slow process of tapping and lightly holding the swing bar you can slow the speed of the swingers down stepping down the stairs each time until they can come to a complete stop.
- Instructors should never hang off the bar or hold onto the swing bar in a manner that may cause them to go past the Danger Zone

Supervising Role:

- The instructor is to check and double check that the Access Step is out of the way of the swing and no one enters the Swing Zone unless requested.
- Instructor must check the connection of the carabiner to the participants harness.
- Check orientation and locking of the carabiners.
- Ensure you have your safety stop connected whenever you enter the swing zone to slow the swing down.
- Only when the swing has completely stopped moving should an instructor try to remove a participant from the swing bar.

End of essential safety procedures

Debriefing Points

Aims

- Goal setting: set a goal for the height you want to go.
- Respect other peoples decisions.

Outcomes

- Decision-making: How high do I go? Informed decision-v-Peer pressure.
- Respect others decisions
- Trust in equipment
- Overcoming fears and challenges.

Debrief

- Discuss peer pressure and if that influenced some in going all the way to the top. Maybe relate peer pressure to other social situations.
- Did you want to go as high as the others you went with.

Pack Up:

- In between sessions and at the end of the day the Access Step should be connected to the swing and hauled out of reach.
- Harnesses and helmets can be hung over the fence or on the seats in between session but packed away completely at the end of each day.
- The power key should be turned off and the remote key packed away with the equipment.

High Ropes

Supervision

1 Qualified Instructor

Per 30 participants

1 Assistant Instructor (when using more than one level)

**3 staff can be used to open 3 levels at one time if required.

1 Visiting Teacher

Equipment (Optimum)

- 16 Full body Harnesses
- 16 Lanyards with tri-lock carabiner and Coudou Pro carabiner at either end)
- 16 Helmets
- 2 Rescue bags with Milan Rescue Device with Coudou Pro key attached
- 2 Instructor harnesses with standard lanyards for ease of access of the course

Activity Setup

- An overall inspection must be done to ensure no hazards are present (e.g. fallen tree limbs, bees, snakes).

- Unlock entry gate as you reach the level you are supervising.
- ALL Harnesses, Lanyards and Helmets to be checked by the Instructor/Assistant before each session.
- Check the rescue bag has the Milan device inside and key is attached.
- The rescue bag is to be positioned on each level that is being used.

Briefing Notes

Visiting Teachers Role:

- Set the expectation that the teacher needs to be a role model for the participants and must follow all safety rules themselves.
- Assisting with the fitting of helmets and harnesses.
- Supervision during the activity.
- Provide positive reinforcement and support for all levels of achievement.
- Undertake the supervisory role during a rescue. Should the teacher be using the course at the time of an emergency they can assume the supervisory role whilst at height.

Note: If time allows for the teacher to participate they should go towards the end of the session.

Participant Briefing:

- Set boundaries for the activity
- Ideally each participant has a buddy with them on the course to encourage them through each element and also to assist with moving through the gateways at the end of each element.
- Instructor Freeze call means that everybody stops and listens to instructors directions, alternatively a whistle blast from an instructor carries the same meaning.
- Demonstrate harness and helmet fitting (see Harness & Helmet Brief SOP). Lanyards are not to drag on the ground.
- An instructor must check participants before using the course or simulator.

Instructor Demonstration:

Instructors must demonstrate the fitting and operation of the High Ropes Lanyards. Participants must be able to successfully guide their Coudou Pro carabiner through a series of gateways before they attempt to access the High Ropes Course

- When the lanyards are not in use they are to remain at the entry point with the instructor or taken down the tower by the participants and hung in the shelter at the end of the session.
- Participants should not climb the course above the height of the safety cable ensuring the Coudou Pro carabiner remains above waist level at all times.
- Instructor is to connect the participant to their safety line via the tri-lock carabiner prior to entering the course.
- Once they are connected then the Safety Gate can be opened and the participant can enter the Red Zone.
- It is recommended to guide participants to follow in a clockwise direction for ease of access.
- The Participant continues through the Red Zone and out onto the element to the first gateway at the corner of the level they are on.
- If a Participant is having difficulty the Instructor can send their buddy out to assist them or they may safely enter the course and guide the participant through the first gateway. It is recommended this is only done as a last resort to ensure your macro view is maintained for the rest of the participants that are already on the course.
- A participant may not enter the course without the instructor supervising.
- A maximum of 12 participants is allowed on each level.
- To move around the course students can use 1 of 3 methods in this order
 - Level 1 – Participant moves around the course using only the equipment on each element
 - Level 2 – Participant uses the equipment on each element plus their red safety lanyard for balance
 - Level 3 - Participant uses the equipment on each element plus their red safety lanyard for balance or the safety line. It is recommended that participants only

use the safety line to balance themselves to lessen the chance of their fingers being pinched by their Coudou Pro carabiner.

- Inform the participants that it is preferred to have only one person on each element at any time. However, if they are having difficulty they may ask their buddy or an instructor to enter the element and assist.
- Demonstrate a fall to the participants, so as they can see what happens in the event of a fall. Explaining that the lanyards will absorb their fall and they will only fall the length of the lanyard.

Instructors Role

- The Instructor will be positioned in the tower at the Entry Gate for the level being used

Assistant Instructor Role

- The Assistant Instructor will be positioned in the tower at the Entry Gate of the alternate level if a 2nd level is being used

Rescue Procedure:

- All rescue equipment is to be checked prior to any high ropes course activity.
For tired and unable students, all attempts to encourage the participants to continue should be made first before a rescue is attempted.
- The Rescue Equipment:
 - The instructor must wear their harness with lanyards attached and be in close proximity to their rescue bag.

Drag retrieval of participant to safety

- Stop all participants on the level you are supervising.
- Enter the course with the rescue bag and proceed to the area where the participant is stuck.

- Try to help them get back onto the course or drag them to the nearest platform.
- If required use the tail end of the rope in the Milan Device to give to the participant and drag them to the nearest platform
- From here you can have the participant carry on or if required you can lower them using the Milan Device (See Milan Rescue Below)

Milan Rescue

- Stop all participants on the level you are supervising.
- Enter the course with the rescue bag and proceed to the area where the participant is stuck.
- Try to help them get back onto the course or drag them to the nearest platform.
- Once ready for a rescue take the Milan Device out of the Rescue Bag and attach the carabiner to the safety line ensuring it is secure.
- Take the carabiner on the short end of rope and attach it to the participants harness and secure it.
- Pull on the long end of rope to remove all the slack out of the rope
- If the participant is unconscious or in need of immediate assistance then cut the participants lanyard and lower them to the ground (The Milan Device will lower at a safe speed, however, it is recommended the instructor keeps hold of the long side of rope to guide the participant down at a more comfortable pace. If using this method ignore the remaining steps and proceed straight to your Emergency Protocol.
- If the participant is conscious, however, in need of lowering from the course then use the wheel by turning it in a clockwise direction which will lift the participant up.
- Once the participants lanyard is loose enough to be removed the instructor can lock off the Milan Device and use the key to open the participants Coudou Pro carabiner allowing it to be removed from the safety line.
- The participant can then be lowered to the ground with the instructor guiding the rope as it moves through the Milan Device.
- Once on the ground the participant can remove the carabiner and the instructor can reset the Milan Device.

Visiting Teachers Role during a Rescue:

- The teacher can help stop the participants on the course and supervise the participants on the course during the rescue.
- They can also assist the participant once they have safely been lowered onto the ground.

All participants are the responsibility of the instructors.

End of essential safety procedures

Debriefing Points

Aims

- To promote challenge and stimulate initiative.
- To overcome the fear of heights through determination and communication.
- To expand comfort zone.

Educational Outcomes

- Identification- using different types of equipment
- Communication- using a set of verbal statements to make the activity safer.
- Patience- being calm to help overcome fears
- Friendship- trusting your friend to guide you through this experience

Pack Up:

- Ensure all equipment is neatly returned to the equipment cupboard below the abseil tower and door is secured shut.
- Safety entry gates should be locked.

SIMULATOR

The simulator is there to be used by the instructor for the lesson phase. All students must complete the simulator course before attempting the High Ropes course. This often increases their confidence and awareness of the gateways. It is important to point out to students that they must be wearing all of their safety equipment before attempting the simulator, as this is a real piece of equipment and not a toy.

Encourage the students to overcome the fear of heights, through challenge by choice and to proceed at their own pace to achieve the optimum result of completing the full element.

Maxi Zips

Supervision

1 Qualified Instructor

Per 30 Participants

1 Assistant Instructor (landing area) **VT or suitable adult can be used if required

1 Visiting Teacher

Equipment (Optimum)

- 12 Full Body Harnesses with Zipline Pulleys attached via lanyard.
- 12 Helmets.

Activity Setup

- Check activity site for hazards.
- ALL Harness and Helmets must be checked and be in safe working condition by the Instructor before each session.
- Check that the runway is clear and in satisfactory condition.

Briefing Notes

Visiting Teachers Role:

- Set the expectation that the teacher needs to be a role model for the participants and must follow all safety rules themselves.
- Assisting participants fitting of harnesses and helmets (head to toe).
- Smooth flow of participants to the tower.
- Monitor student behaviour.
- Provide positive reinforcement and support for all levels of achievement.
- May be required to assist participants to exit the zip lines at the landing zone

Participant Briefing:

- Set Boundaries: Tower, rooms and other activity areas.
- Demonstrate Harness and Helmet fitting. (See Head to Toe SOP).

- Demonstrate the use of the pulley.
- Demonstrate the procedure for getting off the zip line at the finishing zone.

Attachment

- Upon entering the SEA (Safe enclosed area) participants must follow instructor's directions.
- The Instructor attaches the participants the transfer rope prior to entering the Launch Zone.
- The instructor opens the gate, and the participant is instructed to move to the loading area.
- Participant is connected to the zip line via the red adjustable lanyard (if required they can use the step to get themselves closer to the cable).
- Transfer rope must not be removed until the previous participants have completely removed themselves from the flying fox and they have received a signal that the brakes have returned to their start position
- Once the landing zone is clear the transfer rope can be removed.

Assistants Role

- Once the participant has stopped, they should be directed to stand up (they may need to be assisted) and walk to the end of the landing area towards the assistance step.
- The participant climb up the ladder to take the pressure off the lanyards.
- The assistant may use a looped rope to step into to bring the cable lower.
- The flying fox is then removed from the cable and the participant can step off the assistance step.
- The brake should then automatically reset ready for the next person to come down the zip line. If it doesn't it may need to be helped using a piece of rope to get it moving in the right direction.
- The instructor at the tower is then signalled to begin the loading process for the next 2 participants.

**If a participant doesn't make it all the way to the landing area a rope is thrown to the participant to attach to their harness so the assistant can pull them into the landing zone.

Supervising Role:

- Visually inspect the cable and landing area for anything that may be unsafe (cables, holes, anchors etc).
- The instructor must conduct a Head to Toe check on all participants before they can use the activity.
- Participants must be attached to the transfer loop while they are in the SEA prior to entering the launch zone.
- The instructor checks the landing area to ensure it is clear prior to opening the gate to the launch zone.
- Participants are then guided from the launch zone and to the zip line.
- Participants stand on the Gorilla Step (if required) and are then attached to the zip line via their flying fox with red adjustable lanyard.
- Participants then exit the launch area by walking off the platform

Landing

- Participants are instructed to brace themselves for contact with the landing area making sure the knees are bent (to prevent jarring)
- Participants will stand on the platform of the retrieval ladder to release the tension on the cable and the assistant will remove the flying fox from the zip line cable.

End of essential safety procedures

Debriefing Points

Aims

To introduce the participants to a basic activity at height whilst maintaining a high standard of safety.

Outcomes

Challenge of the equipment, fear of heights and decision-making.

Communication: Support and encouragement of others.

Values: Commitment, respect for others, trust in instructor, self and equipment.

Fun! : Not everything in life has to be serious and have a deeper meaning!

Debriefing ideas

- Go over aims and objectives.
- Discuss overcoming a fear of heights, personal choices, and respect of others limits.
- What was your perception of the Zip Line at the start of the activity? What are your feelings toward it now?

Pack Up

- Account for all equipment.
- Place equipment neatly back in equipment container.

Raft Building

Supervision

- 1 Qualified Instructor

Per 30 participants

- 1 Visiting Teacher

Equipment (Optimum)

- Each group should have:
 - 2 long poles and 3 short poles
 - 10 lengths of rope
 - 3 inflatable tyres (min)
- Tow Ropes or similar rescue device

Activity Setup

- Ensure all hazards are removed from the site eg: floating debris
- Take all knots out of the rope.

Access

- Currently Raft Building is being run in conjunction with Canoeing and should be set up and accessed in the same manner (See Canoeing SOP)

Essential Briefing Points

Visiting Teacher's Role:

- Supervision; ensuring that participants are following all safety points outlined by the instructor during the briefing.
- Provide positive reinforcement and support for all levels of achievement.

Participant Briefing:

- No entering the water until your craft has been checked and given the ok by the instructor
- No participant is to enter the water unless wearing a PFD.

Supervising Role:

- The instructor must maintain a macro view at all times and ensure all guidelines are adhered to.
- A PFD should be worn at all times if entering the water

End of essential safety procedures

Debriefing Points

Aims

For the group to undertake the challenge and developing good team work, communication skills, conflict resolution, planning and problem solving throughout the activity.

Educational Outcomes

- Communicating- support and encouragement of others, respect for others
- Values- Commitment to completing the activity, trust in equipment and team, physical and mental abilities.
- Problem-Solving- Options, How do we do it?
- Leadership skills
- Decision-Making- Options, consequences for others, choice of equipment, choice in methods

Debriefing ideas

- Ask them about their planning?
- Did everyone share their ideas? Was everyone heard?
- Discuss problem solving and people's personal perceptions of the activity.
- Failure can be a focus for the activity. Trying and failing is better than not trying at all. To never fail is to never know your full potential. Failure can be the first step to success.

Pack Up

- Ensure that all equipment on return to camp is packed away neatly.
- PFD's should be hung up between sessions to allow them to dry.
- At the end of the day they should be hung for optimum drying possibility.

Rock Climbing Tower

****Currently not operational****

Supervision

- 1 Qualified Instructor
- 1 Assistant (if more than 1 wall used)
- 1 Visiting Teacher

Per 30 participants

Equipment (Optimum)

- 6 Harnesses
- 6 Helmets
- 4 Static Ropes

Activity Setup

- An overall inspection must be done to ensure no hazards are present (e.g. fallen limbs, bees, snakes)
- ALL Harness and Helmets are to be checked by the Instructor / Assistant before each session.
- The climbing wall is set up at the start of the 1st session for the day and taken down at the end of the day (refer to the belay pole SOP).
- All ropes must be checked before setup and at the end of the day (pack up.) Please report any damaged ropes to the site manager.

Essential Briefing Points

Visiting Teachers Role:

- Set the expectation that the teacher needs to be a role model for the participants and must follow all safety rules themselves.
- Assisting participants fitting of harnesses and helmets.
- Supervision; ensuring that participants are following all safety points outlined by the instructor during the briefing.
- Provide positive reinforcement and support for all levels of achievement.

Instructor Demonstration:

- Set Boundaries: no one is to be in front of belay poles, unless climbing or they are the belay captains. Walk around poles if moving around activity.

- Emphasise the drop zones close to the climbing wall. You must have a helmet on if you are in the Drop Zone.
- Demonstrate harness and helmet fitting. (See Harness & Helmet SOP).
- Demonstrate how to tie a re-thread figure 8 knot. Either the Instructor or Assistant must check all knots before starting the belay calls.
- Demonstrate the use of the belay pole (see Belay Pole SOP).
- Demonstrate the climbing calls (see climbing calls SOP).
- Demonstrate the lowering off procedure using the proper calls.
- Instructor or Assistant must discuss/demonstrate how to climb using proper technique for participants to get the most out of the activity. They don't necessarily need to climb to the top of the wall, you may choose to boulder (Keep your head no more than 2.4m off the ground). As the instructor you need to give them tools to enable them to achieve success.

Supervising Role:

- A qualified instructor must be on the ground at all times.
- One instructor can only supervise one side of the wall at a time. (2 climbers and 2 belay poles)
- When checking the participants' harness, helmet & knot, you must continue to have eyes on any active climbers belay teams. This can be done by having your back to the wall and facing, outwards towards the belay poles, or by checking 2 climbers at a time once they are both on the ground.

Assistant Instructor Role:

- To be part of the briefing and if instructed to by the group leader they can also run some of the briefing.
- The assistant and the instructor are to alternate between supervising in a macro (positioned so they can see all belay poles and climbers) and a micro position (checking harness, helmet and knots).
- Same as supervising role.

End of essential safety procedures

Debriefing Points

Aims

- To develop trust within their team.
- To experience goal setting.
- For participants to push their perceived comfort zones.
- Try something new and challenging.

Educational Outcomes

- Problem Solving: sequencing the moves together to get to the top of the wall.
- Communicating: Support and encouragement of others, safety
- Values: Commitment, respect for others, trust in instructor, self and equipment.
- Fun! : Not everything in life has to be so serious and have a deeper meaning!

Debriefing ideas

- Failure can be a focus for the activity. Trying and failing is better than not trying at all. To never fail is to never know your full potential. Failure can be the first step to success.
- Use the suggestions in Briefing and Framing Ideas below to draw out learning's and transfer them into their everyday lives.

Briefing and Framing Ideas

- Life is a journey and each climbing hold can be a metaphor for an obstacle that they will meet and conquer.
- Goal setting
 - Each participant can chose a climb and even a specific hold that they want to get too. You can then facilitate them to try harder.
 - Choose 1, 2, or 3 climbs and assign a challenge to each of them.
- Facing fears

- Fear of heights
- Fear of failure
- Peer pressure

Pack Up

- At the end of your session put all harnesses and helmets neatly away in the equipment cupboard under the abseiling tower.
- Check the area for rubbish
- Upon completion of the last session of the day, the Assistant will pull down, coil and return the ropes to the equipment cupboard. The ropes must be checked before they are coiled.