

# Standard Operating Procedures

For  
AGH Camps Pty Ltd

# Standard Operating Procedures

## Introduction

The following manual outlines the Standard Operating Procedures (SOP's) for AGH Camps Pty Ltd. The SOP's have been designed to be in line with industry standards or recommended best practice.

The SOPs 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' SOP's and continue to monitor any changes.

If an employee operates outside of the SOP'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.

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# 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.

## Duty of Care

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.

## 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 (SAPS). 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](http://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](http://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](http://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.

At present Touch Cloud Global (<http://touchcloudglobal.com/content/activating-skyscapes-tourism-leisure-and-living>) performs the annual at heights inspections and repairs required.

## **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
<b>Severity</b> – is how seriously a person could be harmed		<b>Likelihood</b> – is an estimate of how probable it is for the hazard to cause harm.	
<b>Legend (as a guide only)</b> 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 required 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 Standard

## Operating Procedures

The following pages are the SOP's directly relating to safety for the activities with AGH. A more detailed procedure of the activities procedures and policies can be found in the Staff Activity Procedures (SAP's) given to all staff when they are employed with AGH.

# Abseiling

## **Supervision**

1 Qualified Instructor

1 Assistant

1 Visiting Teacher

**Per 30 Participants**

## **Activity Setup**

- Check the activity site for hazards.
- Inspect all participant and set-up equipment to ensure that it is in safe working order.
- Everyone must be safely anchored at all times when on the platforms to perform any task

**Check Anchor Beam / Points, Eyebolts and Connections to ensure they are in safe working order.**

## **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.
- Supervision: Emphasise that you are working at height and it's hard for you to see everything that is happening on the ground.
- Assist with fitting of helmets and harnesses (See Harness and Helmet SOP).

## **Supervising Instructors Role:**

- You need to be signed off and competent in operating the abseil tower and the rescue procedure before having the responsibility of the session.
- Instructors must be on belay at all times.
- Ensure the set up for the abseil tower is correct. Refer to abseil tower set up in SAP's.
- A head to toe must be performed once the participant is in the SEA. If the participant fails, the head to toe because their harness is incorrect, they must return to the ground to fix the problem.

- Participants must be tied into the belay as soon as they get to the SEA.

**NOTE:** The instructor of the group is responsible for participant safety. Duty of care is ultimately up to the instructor at the activity and therefore setup of the activity needs to be checked by the instructor before their session. Regardless of who set it up and how many sessions have been run before yours.

### **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.
- You need to be signed off and competent in operating the abseil tower.
- The assistant is to assume the role of instructor for the purpose of supervision. (See supervising role)

Rescue Procedures are performed as per the SAP's



# Archery

## **Supervision**

1 Qualified Instructor

**Per 30 Participants**

1 Visiting Teacher

## **Activity Setup**

- Check and collect gear.
- Gear is to be left in the shed until the start of a session. No arrows are to be left out in between sessions.

## **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.
- Assist with coaching techniques.
- 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 (Firing Line) unless asked to do so.
- Always point bows and arrows towards the targets.
- The spectators cannot distract the archers.
- 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.

## **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.
- 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 hook; and the instructor has informed participants it is safe to retrieve arrows.
- Explain the 'Range Open' or Range Clear 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.

# Bushcraft

## **Supervision**

1 Qualified Instructor

**Per 30 Participants**

1 Visiting Teacher

## **Activity Setup**

- Check weather reports to ensure there are no fire dangers

## **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.
- Supervise students around the fire

## **Participant Briefing:**

- Set Boundaries: Stay within vicinity of activity and not to interfere with other activities.
- Explain the construction of a fire and importance of the 3 elements required to make it work (Oxygen, Fuel, Heat)
- Check the area directly above the fire pit to ensure there are no overhanging branches that could be a fire hazard.
- Once all the students return with their wood, build the fire and light it, showing the safe way through an opening at the base of the tee pee.
- Once all participants have finished cooking use a stick or preferably a shovel to spread the fire out and then pour your water on to ensure the fire is put out. Remember a fire can reignite from just the heat alone so take care to douse all areas that are showing signs of heat.

## **Supervising Instructors Role:**

- Participants should not run around the area where there is fire or when carrying sticks.
- Maintain a strong supervisory presence around the fireplace once the fire has been lit ensuring all participants maintain a safe distance away.
- Control the rationing of damper to ensure all participants get an equal share.
- Don't waste the water used for putting out the fire at the end of the lesson.
- Report to the site manager if you have been unable to sufficiently douse the fire at the end of the lesson.
- Stress to participants the importance of only using this new skill of lighting a fire when under the supervision of adults in a safe environment.

# Canoeing

## **Supervision**

1 Qualified Instructor

1 Visiting Teacher

\*\*Assistant instructor may be required depending on the groups ability and age and the weather conditions

## **Activity Setup**

Meet participants at campsite, and ensure that they are appropriately dressed, e.g.: shoes that can get wet.

- Hat.
- Sunscreen.
- T-Shirt.
- Warm top if you feel it necessary.
- Water to drink.
- Check site for any hazards.
- Ensure that instructor kit is located in the Instructor canoe.
- Check the condition of the water (e.g.: flow, tide, etc). If the river is in flood, you must consult Management before commencing your session.

## **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.
- Exercise your judgment when using the teacher as part of any safety related exercise. They may not be able to respond to your instruction if an emergency arises. On the water "you" have the experience and must exercise sound judgment for this activity to be safe.

**NOTE:** *Don't be afraid to use your whistle if the teacher is venturing too far upfront and away from the group.*

## **Participant Briefing:**

- When embarking stay within the area designated by the instructor until they receive further instructions

- Keep all participants in view at all times
- The instructors will be the boundaries for the group, No one is to be in front of or behind the instructors without instruction to do so
- The front and the last boat must be an appropriate distance apart, this may vary on the participants skill level, weather conditions, area location on the creek, e.g. rounding a corner. The leading instructor must maintain vision of the entire group where possible, to ensure adequate supervision.
- No standing: raises centre of gravity making canoe unstable. (Unless told otherwise by instructor in a game).
- No ramming: causes capsize.
- Don't all lean to the one side, it shifts the centre of gravity and can cause capsize.
- No splashing with paddles as someone may get hit.

### **Emergency Access Points**

1. Loading Area
2. Nepean River Alcove
3. Cataract River Alcove

### **Whistle Commands:**

- 1 blast: Stop immediately, listen to the direction from lead instructor. E.g. Raft up.
  - 3 blasts: Emergency. Don't panic. STOP AND LISTEN!!
- Head counts are very important in any water activity and must become a habit.

### **Personal Floatation Device's (PFD).**

- PFD: A correctly fitting PFD must be worn by everyone at all times – including Instructor and Visiting Teacher (VT). All the buckles must be fastened and checked by the Instructor / V.T.
- PFDs and shoes must be worn when the participants are swimming.

Rescues are performed as per the SAP's

# Dangling Duo

## Supervision

1 Qualified Instructor

1 Visiting Teacher

**Per 30 Participants**

## 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 before each session.
- All ropes must be checked before setup and during pack up. Please report any damaged ropes to the site manager.

### **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.

### **Supervising Instructor Role:**

- 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 inside the marked soft fall area.
- A qualified instructor must be on the ground at all times.
- Both participants should be checked off and the instructor returned to the macro position prior to the climbers beginning. Whilst one climber can continue to climb after his partner has finished the activity is a teamwork one and should be treated that way.



# Fencing

## **Supervision**

1 Qualified Instructor

1 Visiting Teacher

## **Activity Setup**

- Check equipment, ensure is clean and in good working order.
- Double check foils have protective plastic tips on the end of them and that they are in good working order.

### **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.
- Assist with group management during the running of the session.

### **Participant Briefing:**

- Set Boundaries: Stay within vicinity of activity and not to interfere with other activities.
- Introduce Equipment ~ Outline equipment, safety, and care.
- Foil and its parts: Don't lean on it, don't touch unless fencing, be aware of people around and behind. Foils must remain on the ground in the centre of the piste (fencing alley) and are only picked up when someone is about to fence.
- Mask: Don't sit on it, secure properly, sit face up. Explain the sizing S, M, and L.
- The mask neck guard must be tucked into the plastron.
- Chest protector / Plastron - Take care not to rip, don't step on them.
- Breastplates are not frisbees and are not to be dropped.
- The judges must be sitting outside the piste.

### **Supervising Instructor Role:**

- Group management throughout the activity.
- Instructor is to issue the foils out to participants. They cannot help themselves to them.
- Ensure that foils are carried by the pommel (handle) with the point down towards the floor, particularly during group instructions.
- Never allow fooling around with the equipment.
- Participants' waiting/watching must be well away from the piste in a safe area and supervised either by the instructor or the teacher.
- Ensure that everyone around the piste remains seated at all times whilst a match is on.

# Gorge Swing

## **Supervision**

1 Qualified Instructor

**Per 30 Participants**

1 Visiting Teacher

## **Weight Rating**

Max combined participant weight of 250kg\*

\* Care must be taken to balance the weight of the swing.

Eg- 90kg participant on the left, 50kg participant in the middle, 90kg participant on the right

## **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

### **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 hauling and waiting for their turn.
- Ensuring participants only enter the gated area when instructed

### **Supervising Instructor Role:**

- 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 (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**

1. Only after the instructor asks a participant can they enter the Swing Zone.
2. Position the Access Step under the position you want the participant to be secured to.
3. Attach the base carabiner to the waist loop.
4. The backup carabiner is then attached ensuring is it facing the opposite direction to the base carabiner.

5. Both carabiners are checked, making sure the locking mechanism is working correctly.  
CLIP-SQUEEZE.
6. Instructor is to ask the participant to sit down in their harness
7. 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.
8. 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.

### **Hauling**

1. The Swing release is then connected, and the middle swinger shown where the release cord is and how to pull it.
2. 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:
  - a) 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.
  - b) 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).
  - c) Before the swing process has started the instructor should do a final check of the Swing Zone before beginning a countdown to pull the release.
  - d) 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.
  - e) 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 to the start and the instructor walks down the left side of the Swing area and attaches the swing release to the fence.
- When the swing has slowed to a speed making it safe to enter the swing zone the instructor then attaches the safety lanyard to their harness and safely enters the swing zone on the high side at the top of the ramp.
- Using a slow process of tapping and lightly holding the swing bar you can slow the speed of the swingers down stepping down the ramp 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 (edge of the concrete slab).

# High Ropes

## **Supervision**

1 Qualified Instructor

1 Assistant Instructor (when using more than 1 level)

1 Visiting Teacher

\*\* A 3<sup>rd</sup> instructor can be added to open all 3 levels of the tower

## **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.

### **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.

### **Supervising Instructor Role:**

- Set boundaries for the activity
- 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.
- The instructor will be positioned in the tower at the Entry Gate for the level being used

### **Attachment**

- 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.
- Once they are connected then the Safety Gate can be opened, and the participant can enter the Pink Zone.
- Participants can either be guided to follow a particular pattern for ease of access or given the freedom to choose if they go left or right.
- The Participant continues through the Pink 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.

## **The Course**

- 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.

### **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 as per the SAP's

# Maxi Zips

### **Supervision**

1 Qualified Instructor

**Per 30 Participants**

1 Visiting Teacher

### **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.

### **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.
- May be required to assist participants to exit the zip lines at the landing zone

### **Supervising Instructor Role:**

- Set Boundaries: Tower, rooms, and other activity areas.
- Visually inspect the cable and landing area for anything that may be unsafe (cables, holes, anchors etc).
- 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**

- The instructor must conduct a Head-to-Toe check on all participants before they can use the activity.
- The Instructor attaches the participants the transfer rope prior to entering the Launch Zone.
- Upon entering the SEA (Safe enclosed area) participants must follow instructor's directions.
- 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 Instructors Role**

- Once the participant has stopped, they should be directed to stand up (if they are not able to touch or aren't strong enough, they may need to be guided) and walk towards the assistance ladder.
- The participant may need to climb up the ladder to take the pressure off the lanyards.
- 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 does not it may need to be helped using a piece of rope to get it moving in the right direction.
- The instructor at the tower then should be signalled to begin the loading process for the next 2 participants.

# Mini Zip Lines

## **Supervision**

1 Qualified Instructors

**Per 30 Participants**

1 Assistant Instructor

1 Visiting Teacher

## **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 free of sticks or dangerous objects in the soft fall.
- Once the instructor has positioned themselves at the tower, they can unlock the safety gates.

## **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).
- Not allowing the participants to move through the landing zone.

- Smooth flow of participants to the tower.
- Monitor student behaviour.

### **Supervising Instructor Role**

- Set Boundaries: landing zones, tower, and other activity areas.
- Emphasis the landing zone and no one is to pass through them.
- 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 tower participants must follow instructor's directions.
- They must remain in the SEA (Safe Enclosed Area) until the instructor has attached their flying fox to the zip line and opened the gate and given them signal to go.
- The participant can then pass through the gate and into the White Zone where they can exit the tower.
- Participants must not launch themselves off the tower.
- Participants must not invert whilst attached to the fox.

### **Landing**

- Participants are instructed to raise their legs as they come into the soft fall area
- Participants will contact the braking system and come to a stop.
- The Assisting Instructor will place a crate under the Participant for them to stand on and will detach the Flying Fox from the Safety Line.

- The participant may need to walk further down the Landing Zone to release tension on the Safety Line.
- Participants are then to return to the tower for another go or swap harnesses with the next participant.

# Orienteering – Junior

## (Great Gnome Hunt)

### **Supervision**

- 1 Qualified Instructor **Per 30 participants**
- 1 Visiting Teacher

### **Activity Setup**

- Ensure all hazards are removed from the site.

### **Visiting Teacher's Role:**

- Supervision: ensuring that participants are following all safety points outlined by the instructor during the briefing.

### **Supervising Instructors Role**

- Instructor enforces that groups must stay together at all times.
- Instructor points out the out of bounds areas on the map by teaching participants on how to read the maps key.
- Participants are not to enter any of the other activity areas on site.
- Participants are not to interfere or distract other participants on different activities.
- Participants are not to run while doing orienteering (Time penalty for the repeat offenders if needed.)

- The instructor will stay at the starting area for the whole session so if participants need the instructor for any reason they know where their located.
- Instructor shows the participants the correct boundaries.

# Quick Drop Free Fall

## **Supervision**

1 Qualified Instructor

1 Visiting Teacher

**Per 30 participants**

## **Weight Rating**

Min participant operating weight 20kg

Max participant operating weight 130kg

Max operating temperature 40 degrees Celsius

## **Activity Setup**

- Use the Rope Grab Stick to hook the carabiner on the end of the Quick Drop rope
- Check that Quick Drop device is operating correctly by pulling it all the way to the ground and releasing it.
- ALL Harness and Helmets are to be checked by the Instructor / Assistant before each session.

## **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.
- Assist participants with fitting of harnesses and helmets.
- Provide positive reinforcement and support for all levels of achievement.
- Help with the policing of participants in the drop zone.

- Assist with the removal of the carabiner from the harness once the participant is on the ground.

### **Supervising Instructor Role:**

- Set Boundaries: no one is to be in the drop zone (immediately under the tower or launch platform).
- Demonstrate full body harness and helmet fitting. (See Harness & Helmet Brief SOP).
- Explain that the teacher must check participants before ascending the tower and then again by the instructor before using the activity.
- A qualified instructor **must** be at the launch platform at all times. An instructor cannot demonstrate the activity if there is not another instructor to supervise the attachment of the drop.

### **Demonstration Jump**

- A visual check of the harness should be done by the instructor as the participant makes their way to the launch platform. This is to ensure that any major defects are fixed prior to them arriving at the launch platform.
- The participant is connected to the rope immediately upon arriving at the launch zone.
- A full harness and helmet check is then done once the participant is safely secured.

### **Safety Advice – Allowed Practices**

- Jumping off the platform backwards: based on a review of the platform and structure there is little chance of a participant striking the platform. This practice is permitted onsite, provided there is adequate supervision.
- Jumping off the platform blindfolded
- Participants holding hands: Participants can attempt to hold hands after they have jumped off the platform on the way down the Quick Drop Free Fall.



## **Safety Advice – Prohibited Practices**

- Introducing slack into the system prior to jumping based on a review, this practice introduces a larger fall into the system putting strain on equipment and participants. This practice is not permitted onsite.
- Participants should not hold hands prior to jumping as this may result in one participant being dragged off the platform or cause the jumping participant to swing back towards the platform.

# Raft Building

## **Supervision**

- 1 Qualified Instructor
- 1 Visiting Teacher

## **Activity Setup**

- Ensure all hazards are removed from the site e.g.: floating debris
- Ensure there is a tow rope or similar for rescues if required

## **Visiting Teacher's Role:**

- Supervision: ensuring that participants are following all safety points outlined by the instructor during the briefing.

## **Supervising Instructor Role:**

- No entering the water until your craft has been checked and given the ok by the instructor
- No one is to enter the water unless wearing a PFD (This includes the Instructor and Visiting Teacher).
- The instructor must maintain a macro view at all times and ensure all guidelines are adhered to.

# Sky Cycle

## **Supervision**

2 Qualified Instructor

**Per 30 Participants**

1 Visiting Teacher

## **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 area under the wires is clear of any obstructions and in satisfactory condition.

## **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.
- Assist with coaching techniques.
- Provide positive reinforcement and support for all levels of achievement.

## **Supervising Instructor Role:**

- Set Boundaries: Stay within vicinity of activity and not to interfere with other activities. Stay off driveway and not directly under the launching area.
- Demonstrate Harness and Helmet fitting. (See Head to Toe SOP).
- Explain the process of entering through the gates when asked to do so and not entering the Launch Zone until asked to do so.
- Explain the rescue process and the participants duty during the process.
- Explain the risks of riding too quickly along the line (bike can be removed from the wire)

## **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 bike via the red adjustable lanyard
- Once the participant is securely connected to and seated on the bike, the transfer rope can be removed.

## **Exiting the activity**

- Once the participant has stopped, they should be directed to stay seated on the bike until safety lanyard is attached.
- The participant is then removed from the bike and the participant can remove themselves from the loading area
- The participant should be removed from the transfer rope only once out of the Launch Zone and instructed to exit the SEA through the gate at the top of the stairs.
- The instructor at the tower then turns the bike around ensuring the chain and safety lanyard attached to the safety wire is not wrapped around anything before asking a participant to enter the SEA

Rescue procedures are as per the SAP's

# NIGHTSHOWS

# Bingo Loco

## Set - up

- Staff need to ensure that there are enough playing cards for all students / groups
- Ensure there are enough pens / pencils for each student / group
- Bingo Wheel should be prepared although kept out of site until ready to use

## Rules

- Each Student / group of students will be given a playing card for each game
- Explain that as the numbers are called out the students need to mark off that number if it appears on their card.
- Games can be to complete the entire card or just a row or pattern (e.g. a cross or a plus sign)
- The instructor will list all the numbers that have an action / challenge to go with them

Challenge Numbers (you can make up others if you wish)

11 – Lets Eleven (all students in a group must find a space where they can sit with their legs out straight together so they are touching the back of the person in front forming a long line)

22 – Take off your shoe (1 student from each group must take of their shoe and put it to their ear like it's a phone and call out "Hello Agent Maxwell Smart here")

33 – Sing Like Glee (All students must stand and sing a Glee song)

44 – Get to the Floor (all students must get to the floor. First group to do so gets bonus points)

# County Fair

## Set Up

- County Fair is a whole school activity best performed in a confined area such as the veranda between Dorms A and B.
- It consists of a series of stalls, the idea being that each group of stall owners is out to make a profit by offering goods or services.
- Before the start, money/tokens/lists will need to be printed/handed out.
- Auction prizes will also need to be printed out and put into envelopes.

## **Rules**

- 1 whistle will start and end the activity.
- The participants must stay within the boundaries set out for the activity.
- Each stall must be occupied by at least 2 participants at all times. A stall must never be left unattended.
- If money or tokens are used they are shared between each group member at the group's discretion.
- Participants can return to the stall as many times as they like, as long as you have the money to spend.
- If the stall becomes bankrupt (i.e. Runs out of money) there are 2 options, 1- the stall no takes part and they sit down until the activity is complete. 2 – Another stall may take the group members onto their stall.
- NO STEALING. If caught stealing that person will no longer participate and may then become a teachers slave.
- An auction consists of approximately 10 prizes (5 good, 5 booby)
- The auctioneer (instructor) will hold up 1 of the prizes in an envelope, the groups are given 30 seconds to decide whether or not they would like to bid.
- Each group has 1 representative who stands up, that person is the only one that is able to speak and make a bid while the auction is taking place. That person will also decide when to pull out of the auction.
- Once the auction is complete it is then up to each group to clean up their stall area, returning it to its original state.

- Shoes must be worn at all times. When on the inflatable activities shoes must be taken off. But as soon as your off the inflatable activities shoes must be put back on.

# Disco Night

## **Set Up**

- Make sure the sound system is working correctly and you have a Ipod / computer with appropriate songs.
- You may ask students if they have their own music to play (Please be careful of the content of each song, e.g. swearing, sex etc)

## **Rules**

- Do not touch any equipment.
- No one to leave the premises without permission.
- No dangerous dancing i.e. Head or back spins, on shoulders, mosh pit.
- No inappropriate music such as songs including swearing or derogatory terms.
- Make sure someone (visiting teacher) is patrolling the door, to monitor the students entering or leaving
- Have songs prepared to match each dance, so that you can keep the night flowing without having to search for appropriate music.

# Games Night

## **Set Up**

- Make sure you leave adequate time to set up.
- Check if anyone else has games night that night because they may have some of the equipment you were relying on.
- Get all of the equipment you require.
- Have plenty of games in mind in case a few of them don't work well.



## **Rules**

The only rules are specific to each game so make sure you know them well.

- Every instructor needs to have a large number of games they are comfortable with running at a moments notice. Talk to other instructors or watch their nightshows to increase your knowledge.
- Learn them well and have plenty in your personal repertoire
- Keep in mind where you are playing the games, some are better suited to the out doors on the grass rather than in the meeting or dining hall.

# Movie Night

## **Set Up**

- Go over before hand and turn on the A/C if needed to either warm-up or cool down the meeting hall.
- Have an appropriate DVD.
- Make sure you are familiar with how to run the video and projector

## **Rules**

- Sit quietly and watch the movie.

- Appreciate that others may be interested in watching it even if you are not.
- Don't litter. Make sure you do a clean up at the end.
- Students are not permitted to leave the meeting hall or wander off.
- Students are not permitted to watch a movie with a higher rating than PG unless the teachers have approved it.

## Priest of the Parish

### Set Up

- To set up you need 10 rows of approx. 10 chairs (this will change according to group size)
- The rows are set up so that they face the middle i.e. [ [ [ [ [ ] ] ] ] ]
- Students sit on chairs so that most rows are of equal number

### Spiel to Students

- The game is based on the following: the priest of the parish has lost his considering camp and must find out who stole it. He will accuse a group who will deny it and then will accuse another group, who will also deny it and then accuse another group and so on.
- However, to successfully deny the accusation the entire row must stand and answer as a whole, that is, standing at exactly the same time.

- The rows will be numbered so that 1 will be at one end and 10 at the other. (It is not the students who are numbered but rather the rows are numbered, the students change rows and base their number on the row they are sitting on). The aim is to be at position number 1 and successfully denied three accusations.
- When a group has been accused and do not successfully deny the accusation they are sent back to position number 10. All the other groups move up one row (e.g. From row 6 to row 5)
- The game is run as follows: -

**Instructor:** The Priest of the Parish has lost his considering cap  
Some say this and some say that  
say it was team number 4

**Team 4:** Who I sir?

**Instructor:** Yes you sir!

**Team 4:** Not I sir!

**Instructor:** Well who then/

**Team 4:** It was team number 2 sir!

**Team 2:** Who I sir?

**Team 4:** Yes you sir!

**Team 2:** Not I sir!

**Team 4:** Well who then?

**Team 2:** It was team number 1 sir!

**Team 1:** Who I sir?

And so on. The numbers in this are for example only and you change the numbers around.

You should always try to accuse a number higher than you, for example team 4 would accuse 3, 2, or 1. That way if the Team gets out your own team moves up.

# Red Faces / Talent Quest

## **Set Up**

- Make sure that there is plenty of chalk for the score cards.
- Take a torch so you can see all the light switches you need to turn on.
- Get any props or equipment the students ask for, for their act.

## **Rules**

- Encourage the students not to make fun of or boo bad act. It takes a lot of courage to get up in front of peers
- No acts are to be in bad taste or contain rude or offensive behaviour.
- No one is to be talking through anyone else's act. Must be on best behaviour.

# Tin Can Mini Golf

## **Set Up**

- Check the mini golf gear (e.g. putters and balls) are there with adequate numbers for the size of your group
- Check you have enough obstacles and if required mats for the size of your group.

## **Rules**

- Students are placed in groups and must construct a mini golf hole of their choosing
- A variation on the above can be to add some criteria that is draw up prior to starting
  - Must have a bridge
  - Must have 2 options
  - Must go to the right
  - Must include a tunnel

- Students spend an appropriate amount of time to build their mini golf hole using the equipment provided (tin cans, blocks of wood etc)
- Students should test their hole to make sure it is workable
- Once all holes are completed or the time is up all students will play a set number of holes (dependant on time) and keep score.
- A final playoff on the best designed hole can determine a winner if required

# Trivia Night

## **Set Up**

- Get the folder of questions from the container.
- Make sure there are plenty of answer sheets and working pens.
- Get any prop you will need for the Physical Challenges.
- Set up the room where the Trivia night will be held with adequate chairs and tables for the whole group.

## **Rules**

- There must be silence for you to read the questions out.
- You will read a question out, repeat the question and after a suitable amount of time has been given will count down 3...2...1... then read out the next question.
- If the students are not listening they won't hear the question and so cannot answer it.
- After every 5 questions there is a Physical Challenge. (There will be six throughout the night so make sure you know of this many so you won't get stuck).

- At the end of the game get the teams to pass the answer sheet on to the next table for marking.
- Go through all of the answers.
- Announce the winning team