



OLC On-Site Activities



OPERATING HANDBOOK



Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

Table of Contents

1.0 Introduction	4
2.0 Important Notes for Leaders.....	4
2.1 Supervision Ratios	4
2.2 Communication	4
2.3 First Aid	5
2.4 Safeguarding	5
2.5 Visit Preparation.....	5
2.6 Leader Preparation.....	5
2.7 OLC Emergency Action Plan	5
2.8 Pre-session Checks	5
2.9 Accident Reporting.....	6
2.10 Incident or Near Miss Reporting	6
2.11 Toilet Provision.....	6
3.0 The Adventure Course.....	7
3.1 Aims and Objectives of the Adventure Course	7
3.2 Key Operating Notes	7
3.3 Session Structure.....	7
3.4 The Adventure Course Briefing / Final Checks	8
3.4.1 Helmets	8
3.4.3 Briefing	8
3.5 After the Session	8
4.0 The Adventure Course SOP's	10
4.1 Under / Over	10
4.2 Zig Zags.....	11
4.3 Scramble Net.....	12
4.4 The Wall	13
4.5 The Tower	14
4.6 Underground Tunnels	15
4.7 Rope Swing and Balance Beam	16
4.8 Monkey Bars	17
4.9 The Rope Bridge and Tunnel Slide	18
5.0 The Problem Solving Field	19
5.1 Key Operating Notes	19

5.2	Map of the Problem Solving Field	19
5.3	Moving around the Problem Solving Field	19
6.0	Problem Solving Field SOP's	20
6.1	Group Skiing	20
6.2	Balancing Act.....	21
6.3	Duck Rescue	22
6.4	Communication.....	24
6.5	Grid Locked	25
6.6	Towers of Hanoi	26
6.7	Spiders Web	27
6.8	Volcanic Rescue.....	28
6.9	Puzzled	29
6.10	Go with the Flow	31
6.11	Toxic Waste.....	32
7.0	Orienteering	33
7.1	Aims and Objectives of Orienteering	33
7.2	Session Preparation.....	33
7.3	Orienteering SOP's	33
8.0	The Adventure Course Risk Assessments.....	36
9.0	Problem Solving Field Risk Assessments	43
10.0	Orienteering Risk Assessment.....	46
	Appendix 1 - OLC Accident Form	47
	Appendix 2 - OLC Incident / Near Miss Form.....	49
	Appendix 3 – Outdoor Specific Risks.....	51
	Appendix 4 – Visit Preparation Sample Letter	52

1.0 Introduction

This document aims to support those who have attended the **OLC Self-led Activities Induction Training** to ensure correct procedures are being adhered to by all instructors/leaders delivering sessions on site. The induction enables leaders to gain confidence and competence to deliver safe, fun and engaging sessions on the following activities on site at The Outdoor Learning Centre:

- **The Adventure Course**
- **The Problem Solving Field**
- **Orienteering**

Following your attendance on the training you will be supported by a member of the OLC Team to deliver your first self-led activity on site. If you feel comfortable after this supported session you will then be able to deliver sessions independently. If you wish to refresh your training please contact:

OLC@gov.im

If you are not delivering regular sessions on site it is recommended to attend refresher training annually.

2.0 Important Notes for Leaders

Some activities at the Outdoor Learning Centre have the potential to cause injury if not used in line with the Centres operating procedures. Many of the hazards identified in the risk assessments for these activities can be minimised by the leader maintaining good control over their group and observing the following important notes for leaders:

2.1 Supervision Ratios

To ensure the safety of all participants taking part in activities on site at the OLC; the supervision ratio's below must be adhered to.

OLC On-Site Activities Supervision Ratio:

1 Leader : **16** participants **(+1 supervising adult)**

Clarification

A **Leader** refers to a person who has attended the **OLC on-site Induction training** and has been deemed competent to deliver activities at the Centre.

Where **(+1)** appears – this refers to a **supervising adult**. This person does not have to have completed the on-site induction training but must be a responsible person able to maintain good control over the group and support the leader in the event of an emergency.

2.2 Communication

Communication between leaders and supervisors operating on site is of paramount importance in the event of an emergency. Leaders should agree on the best way to communicate between one another, be that:

- Radios
- Mobile Phones
- Whistles

...or a combination of all of the above.

2.3 First Aid

It is the responsibility of the leader delivering the session on site to ensure they have a first aider in their group with an up to date first aid qualification. Leaders should have their own first aid kit with them for the session but if for any reason you do not have one, please sign out one of the spares from the OLC Office.

2.4 Safeguarding

All leaders delivering sessions to groups at the Outdoor Learning Centre must have received up to date Safeguarding and Protecting Children training and abide by best practice guidance.

2.5 Visit Preparation

It's really important for leaders to inform visiting groups prior to arriving on site that they **WILL** get dirty and probably wet. It is essential that all groups come prepared for their visit with:

- Waterproof clothing (or a full change of clothes)
- Appropriate footwear
- A second set of shoes to change into after the activity
- Rucksack or Bag
- Sunscreen and a hat (May – September)
- Insect repellent (May – September)
- Long sleeved top and trousers
- Clothing appropriate to the weather – layers advisable
- Refillable drinks bottle
- Snacks / food required for the visit

It is the responsibility of the leader of visiting groups to ensure all participants are fully equipped for the session **before** arriving on site. To help with your group preparation, there is a draft letter in Appendix 4 which you can adapt if required.

2.6 Leader Preparation

All leaders delivering activities on site must have with them the following items during their session:

- First Aid Kit
- Whistle
- Clothing or Hi-Visibility Vest to make it clear to all that you are leading the session
- Mobile phone and / or OLC Radio
- Information on any medical / behavioural conditions of the group
- Any medication required for group participants (e.g. inhalers, epipens etc.)

2.7 OLC Emergency Action Plan

All leaders should have read and understood the OLC Emergency Action Plan prior to delivering any activities on site. This will be covered in the **OLC Self-led Activities Induction** training and will be sent out to all leaders electronically following the training.

2.8 Pre-session Checks

Prior to delivering any session on site, it is the responsibility of the group leader to carry out a visual check of the area. OLC staff will carry out daily checks and regular maintenance checks of the facilities, however the leader of a session must also do a visual check looking for hazards that could have occurred since the first check of the day, including:

- Fallen branches.
- Other hazards lying around the course, potentially left by previous users.

- Any loose parts or obvious breakages on the equipment.
- Raking of woodchip where necessary.

2.9 Accident Reporting

Any injury that requires first aid treatment during a session must be recorded on an OLC Accident Form. Once the accident has been dealt with, it is important to note information such as:

- The condition of the surrounding area.
- The clothing / footwear the injured person was wearing.
- Weather conditions.
- Ground conditions.
- Any other factors that may have affected the accident.

If the session is to continue after the accident, it is the responsibility of the leader to risk assess the area where the accident took place and take action to reduce the risk of a similar injury occurring again (or if required take this area out of use until an OLC staff member can assess the area).

The OLC Accident Form can be obtained from the office or in the appendix of this handbook. The completed accident form must be given to a member of staff prior to leaving site (or if a staff member is not present for a self-led session, it must be emailed to OLC@gov.im).

2.10 Incident or Near Miss Reporting

Any event that happens during the session which could be classed as 'out of the ordinary' should be recorded on an OLC Incident Form. It might be that this event had the 'potential' to cause harm therefore it is extremely important for staff to be made aware of this so that modifications can be made to operating procedures if required. The OLC Incident/Near Miss Form can be obtained from the office or in the appendix of this handbook.

2.11 Toilet Provision

There are toilets located in the following areas on-site at OLC:

- Female Changing Room – ground floor Day Centre.
- Male Changing Room – ground floor Day Centre.
- Top of the Stairs – first floor Day Centre.
- Back of the Bunkhouse.

Leaders should encourage participants to use the toilet facilities **before** moving up to the activity areas. However from time to time there may be a requirement for participants to leave the session for a toilet trip. In this situation if there isn't a leader/assistant available to accompany them to the toilet, younger participants should travel in pairs. They must ensure they have permission from the leader before leaving the session.

It is important for leaders to ensure children all know which toilets they are to use and have them pointed out to them prior to moving up to the activity areas.

3.0 The Adventure Course

3.1 Aims and Objectives of the Adventure Course

- ✓ Personal challenge
- ✓ Teamwork
- ✓ Co-ordination
- ✓ Physical Fitness, Balance, Co-ordination
- ✓ Self-confidence
- ✓ Leadership
- ✓ Enjoyment
- ✓ Discipline
- ✓ Resilience
- ✓ Problem solving
- ✓ Sense of achievement in completing the course

3.2 Key Operating Notes

- ✗ Never leave a group unattended on the Adventure Course without a responsible adult.
- ✗ Never allow participants to use the Adventure Course without wearing a helmet or appropriate clothing/footwear.
- ✗ The area is not a playground and equipment must be used appropriately in line with the training provided to the OLC approved person.
- ✓ The Adventure Course area is for participants and instructors/leaders only. Any spectators must remain outside of the orange rope surrounding the course.
- ✓ Leaders of the session must always begin with a safety briefing (see below).
- ✓ Leaders must always maintain good control over their group and take action to address any participants who are not following safety instructions.
- ✓ It is important that the leader is aware of any participants who are suffering from any medical condition or injury that may affect their participation in the activity.

3.3 Session Structure

This activity can be delivered by the leader in several different ways based on the age and experience level of the group. It is advised that for all new groups using the equipment for the first time that they complete a lap of the course adopting option 1 below:

Option 1

For first time users and / or younger participants

Travel round each element as a whole group carrying out the following process for each piece of equipment:

- Explain the objective and outline the key safety points.
- Demonstrate the activity (either yourself as leader or an appropriate member of the group).
- Allow each participant to have a go themselves.

Option 2

For older participants who have used the Adventure Course before

Split the course down into 3 sections and have 'holding points' prior to the start of the next section:

Section 1

Over Under – Zig Zags – Scramble Net – The Wall

Section 2

The Tower – The Tunnels – The Rope Swing – Balance Beams

Section 3

Monkey Bars – Rope Bridge – Tunnel Slide

Allow individuals to set off at the start of each section but advise them to wait at the holding points until the group has caught up.

To reduce waiting times each leader can start their group off on a different section and move round with them.

Option 3

For experienced, older participants who have used the course many times

- Stagger the start of the participants (setting off in pairs on each of the different elements) then set them all off at the same time.
- Instructor/leaders to observe from key locations:
 - Between Balance Beam and the Wall.
 - At the bottom of the slides (finish point).
 - If a third leader is available – at the tower to limit entry to avoid congestion and monitor the quick exit from the slide area.

3.4 The Adventure Course Briefing / Final Checks

The briefing for all participants will take place on the Adventure Course either in the shed or in the area at the bottom of the course and should include the following:

3.4.1 Helmets

It is essential for all participants using the Adventure Course to wear a well-fitting helmet – this includes instructors/leaders. Helmets are stored in the shed at the bottom of the course and it is the responsibility of the leader to ensure the helmets are appropriately fitted.

Key points for checking helmets:

- The chin strap and size adjuster at the back of the helmet should be adjusted accordingly so that the helmet isn't too loose on the head. You may need to go up or down a size to find a good fit.
- Ensure the chin strap is secure – use the '1 finger space under the chin strap' as a guide. Check when pulled the strap doesn't come past the chin.
- Ask each participant to bend forward and put their head down then shake their head to check there isn't too much movement in the helmet.

3.4.2 Clothing

The leader should carry out a final check that all participants are:

- ✓ Wearing a long sleeve top and trousers.
- ✓ Wearing suitable footwear (e.g. trainers) with laces tied securely.
- ✓ Have removed any loose jewellery (or have it taped up).
- ✓ Have removed all items from pockets (phones, keys etc).

3.4.3 Briefing

The following points should be covered in the briefing at the start of the session:

- Remind the group about expectations and appropriate behaviours, emphasis on teamwork.
- No one will be forced to do any element they feel unable to.

3.5 After the Session

At the end of the session helmets should be returned and hung up correctly in the shed at the bottom of the course. Use the seating area to control the group.

Debrief with the group and highlight any learning outcomes from the session.

Remember to complete any incident / near miss reports.

As a leader, take time to reflect on the session

- What went well?
- What could have been better?
- How can I improve my delivery next time?

4.0 The Adventure Course SOP's

4.1 Under / Over



Overview:

This is a twin track activity which allows two participants to set off together. The aim is to travel under the first beam, over the second, under the third, over the fourth, climb the wooden ladder to enter the tunnel and crawl down head first.

Operating Procedures:

1. Split the group into two lines and advise them that they are only permitted to set off once the feet of the person in front disappear down the tunnel.
2. Ensure participants crawl under the beams, keeping low to the ground.
3. Ensure participants climb over the beams – no tumbling head first.
4. Ensure 3 points of contact are maintained on the ladder.
5. Only enter the tunnel when you can see that the person ahead has fully exited.
6. All participants **MUST** enter the tunnel head first not feet first (highlight the risk of falling backwards).

Key Reminders:

- ✘ Don't set off until the person in front has disappeared down the tunnel.
- ✓ Travel Head First down this tunnel.

Ideas to differentiate the activity:

Make it harder

Make it easier

- Travel over all of the beams instead of over/under/over/under.
- Have a group leader assist the person up the ladder and into the tunnel.
- Support at the end of the tunnel with words of encouragement.

4.2 Zig Zags



Overview:

Travel from one end of the zig zag beams to the other without losing balance and falling off. This activity can be completed individually or can be completed as a team, with additional challenges.

Operating Procedures:

1. Ensure everybody walks along the beams touching each beam at least twice.
2. If they step off they should be encouraged get back on where they left the beam.
3. If completing this part of the course as a team, use some of the differentiation ideas below to make this section more engaging.

Key Reminders:

- ✘ No running on this activity.
- ✓ Both feet must touch each of the beams before moving on to the next one.

Ideas to differentiate the activity:

Make it harder

- Task the group with carrying an item (e.g. jug of water) over the element.
- Can they do a 180° or 360° turn on each of the corners?
- Can they swap places with a partner on the beam (e.g. get the group into height order without stepping off the beam)
- Can they travel over it only using hands and knees?

Make it easier

- Helper walking alongside the beam to support.

4.3 Scramble Net



Overview:

Participants will travel through this element by *either* going over the scramble net or by crawling underneath the green net.

Operating Procedures:

1. Leader to discuss the two options with the group and split them into those who wish to travel under, and those who wish to travel over the obstacle.
2. If preferable the leader can make this decision for the whole group (based on their knowledge of the group's capabilities).
3. Set off in pairs who are travelling in the same way
4. If one person is going over and one under, make sure participants remain on their side of the obstacle.
5. The next person is able to set off only when the person in front has reached the other side of the obstacle.
6. If travelling over the scramble net - recommend to climb up head first and down the other side feet first, facing into the net at all times.

Key Reminders:

- ✓ Make sure participants remain on their side of the obstacle
- ✓ When ascending and descending the scramble net keep a safe distance away from the edges (ideally 1 squares away).

Ideas to differentiate the activity:

Make it harder

- With older participants use guided discovery to allow flexibility on how the net is ascended and descended – are there other ways to safely travel?

Make it easier

4.4 The Wall



Overview:

Travel up and over the wall, two participants can climb at the same time on either side of the middle divider.

Operating Procedures:

1. Ensure any participants waiting for their turn are waiting behind the wooden braces.
2. Divide the group into two.
3. Each participant can approach the wall as soon as the person ahead of them has safely climbed down from the wall on the other side.
4. Always maintain 3 points of contact when climbing up/over the wall.
5. Ensure you ascend and descend the wall facing inwards.
6. Don't jump off the wall make sure they climb down.

Key Reminders:

- ✗ No jumping off the wall.
- ✗ No standing on top of the wall.
- ✓ Ensure those waiting for their turn stand a safe distance away from the wall.

Ideas to differentiate the activity:

Make it harder

Make it easier

- Smaller or less confident/able group. members may prefer to go around the wall.
- Instructor to help spot someone who is less confident (see below).

Leader Notes – Spotting

For participants who are less confident on this activity leaders should act as a 'spotter' by carrying out the following procedure:

1. Stand 1 – 2 feet away from the wall with your hands up ready whilst the participant is climbing
2. If the participant starts to fall backwards either:
Nudge them back onto the wall by pushing your hands into the lower part of their back
OR Guide them onto the floor to break their fall.
3. Don't attempt to catch them, as there is a good chance you could become injured yourself.

4.5 The Tower



Overview:

Climb up the ladder onto the ground floor of the tower; manoeuvre your way through the ground and middle floors to get to the top of the tower. When ready make your way down the exit ladder to the tunnel slide on the middle floor.

Operating Procedures:

1. Ensure the group stagger their start, climb up the staircase using hands and feet.
2. Watch head on entry to the tower.
3. Once the person in front is up the first ladder the next person can set off, however we recommend waiting until the person in the tower signals the next person to start from the top of the tower. (this is a good natural holding point)
4. Keep low (on hands and knees) when travelling through the tower.
5. Don't approach a ladder if there is someone already on it. Wait until it is completely clear (to avoid getting a kick in the face).
6. Leader may wish to add a challenge for the participants to complete at the top of the viewing tower.
7. No overtaking on this activity, be considerate of team mates.
8. When exiting via the tunnel, do not set off until the tunnel (and exit) is completely clear.
9. Enter the tunnel feet first.
10. Remind participants that they can use their feet to slow themselves down in the tunnel if needed.
11. Exit the slide quickly and make your way directly to the next activity (underground tunnels).
12. Leaders should keep an eye on the level of woodchip from the exit to the slide and push back up to cushion the exit periodically.
13. Leaders should be aware that if a participant gets stuck (or freezes) the leader may have to enter the tower to support them.

Key Reminders:

- ✘ Don't set off until person in front is on the first ladder going up to the middle section.
- ✘ No overtaking the person in front.
- ✓ Travel FEET FIRST down this slide.

Ideas to differentiate the activity:

Make it harder

- Be creative with the challenges set for when the participants get to the top of the tower.

Make it easier

- Travel in pairs to support one another.

4.6 Underground Tunnels



Overview:

Travel through the first tunnel, keep low under the net in between the tunnels then crawl through the second tunnel to the other side of this element.

Operating Procedures:

1. Exit the slide and quickly choose which tunnel to enter.
2. Once the person in front is in the second tunnel, the next person can go.
3. Keep low, watch head on entry, travel head first through the tunnel.
4. Continue through the middle section under the green net.
5. Check the second tunnel is clear.
6. Keep low, travel head first through to the exit, watch back on way out.
7. Keep the exit from the tunnels clear.
8. Leaders should be aware that there is a possible 'escape' route by lifting the yellow bungee rope either side of the centre net if required.

Key Points:

- ✓ Only set off once the tunnel in front of you is clear.

Ideas to differentiate the activity:

Make it harder

- Challenge the group – can they travel through the tunnels in any other way?

Make it easier

- Participants who struggle with confined spaces may wish to skip this element.

4.7 Rope Swing and Balance Beam



Overview:

Use the rope to swing across from one side of the platform to the other, then exit via the balance beam.

Operating Procedures:

1. Participants collect the rope and stand on the first platform.
2. Two participants can swing at a time.
3. Wait behind the first platform until the person ahead of you has released the rope and is safely on the opposite platform.
4. Grip the rope tightly with two hands (approximately head height).
5. Swing across the woodchip – highlight the importance of keeping feet beneath you.
6. Advise all participants that the rope is not to be wrapped around any body part.
7. Once they have reached the other platform, they should release the rope for the next participant to collect. (natural holding point)
8. Ensure the landing platform is kept clear.
9. Ensure participants stop momentarily after the rope swing to regain composure, balance and control before attempting the balance beam.

Key Points:

- ✗ No running / jumping.
- ✓ Gain composure before exiting via the balance beam.
- ✓ Only one person at a time on each beam.

Ideas to differentiate the activity:

Make it harder

Make it easier

- Those not wishing to swing may just walk across.

4.8 Monkey Bars



Overview:

Travel through this element either by attempting the monkey bars overhead or by traversing on the cargo net to the side.

Operating Procedures:

1. Maximum of two participants on this element – one either side.
2. Ensure participants don't set off until the person ahead has entered the rope bridge.
3. If choosing the monkey bars option, participants are not to jump to grab the bar.
4. Participants who are unable to reach the monkey bars should opt to use the cargo netting to the sides. They can either climb across the cargo net or walk along the beam at the bottom holding the net.
5. If using the cargo net, keep feet on the first rung of the net and don't climb any higher
6. If a participant falls off the monkey bars, they should make their way straight to the rope bridge, (don't try and jump back up onto the bars) or use the cargo net instead.
7. At the end of the monkey bars ensure participants drop onto the green net not too close to the rope bridge.

Key Points:

- ✓ Only set off when the person in front has set off on the rope bridge.
- ✓ Keep legs underneath when swinging on the monkey bars.

Ideas to differentiate the activity:

Make it harder

Make it easier

- Choose the easier option of walking along the plank at the side and holding onto the cargo net.

4.9 The Rope Bridge and Tunnel Slide



Overview:

Travel through the rope bridge to the platform at the other end, enter the tunnel and slide down to the finish.

Operating Procedures:

1. Remind participants to take their time to prevent the rope bridge swaying too much.
2. Only enter the rope bridge once the person ahead is on the far platform.
3. Walk in the centre of the rope bridge, trying to place feet on intersections of the ropes.
4. Try to not to swing on the ropes to reduce the risk of injury.
5. Check the tunnel and the exit is clear before entering.
6. Enter the tunnel feet first.
7. Remind participants they can use their feet to slow themselves down if needed.
8. Exit the tunnel quickly to ensure the next participant can set off.
9. Don't allow participants to congregate at the bottom of the slide, once complete move them onto the seating area to wait for the others to finish.

Key Points:

- ✓ Carefully place each foot on the rope bridge.
- ✓ Slide feet first through the tunnel and exit from the slide quickly to allow the next person to slide.
- ✓ Wait until the exit is clear of people before setting off.

Ideas to differentiate the activity:

Make it harder

-

Make it easier

-

5.0 The Problem Solving Field (PSF)

5.1 Key Operating Notes

- ✘ Never leave a group unattended in this area without an 'OLC approved leader' controlling the session with appropriate helpers to oversee the group activities.
- ✓ Always ensure a leader (or appropriately briefed supervising adult) is present to **directly oversee** (and intervene if required) the following higher risk challenges:
 - **Balancing Act (OLC approved leader only)**
 - **Spiders Web (OLC approved leader only)**
 - **Toxic Waste**
 - **Duck Rescue**
- ✓ Always introduce each activity to the group highlighting the aims and objectives of the activity as well as any safety instructions.
- ✓ Always maintain good control over your group and take action to address any participants who are not following safety instructions.
- ✓ Remember – this area is not a playground.
- ✓ Always ensure you have asked appropriate questions to your group around medical conditions / injuries that may affect their ability to participate.

5.2 Map of the Problem Solving Field

Problem Solving Field



5.3 Moving around the Problem Solving Field

There are no specific rules on which order you complete the activities. Based on the time you have available and the groups you have on site you may wish to select the challenges that your groups attempt. The numbers allocated to each of the challenges are there merely to help navigate around the field, they do not necessarily need to be completed in numerical order.

6.0 Problem Solving Field SOP's

6.1 Group Skiing

Objective:

The aim of the activity is to work as a team and move the skis with the whole team on them to travel as far as possible in the allotted time. Starting at zero there are numbered markers at 5 metre intervals up to 25m.

Learning Outcomes:

- Communication
- Team work
- Leadership

Operating Procedures:

1. Assemble the group into two teams at the start line (zero marker).
2. If moving the ski's off the stand ensure two participants are carrying each one.
3. Each pair of ski's hold up to 6 team mates who will each have a rope to hold onto for each ski.
4. For larger groups using two sets of ski's ensure their start is staggered rather than setting off side by side (e.g. start one at zero and the other at the 5m marker).
5. The skis can operate with fewer team members, however participants will need to hold onto any loose ropes and distribute themselves evenly.
6. Ensure every participant has their feet placed on the skis before moving, if a foot comes off the group must stop to avoid the risk of a foot getting trapped under the ski.
7. Encourage the group to choose a leader to take charge and communicate with the team on when to move each ski.
8. Once the activity is complete, either return the skis to the start line for the next group or put them back on the storage rack by the entrance to the PSF.

Key Points:

- ✓ Team members must have a foot on each ski at all times.
- ✗ Don't put hands / fingers anywhere near the planks whilst the skis are in use.

Ideas to differentiate the activity:

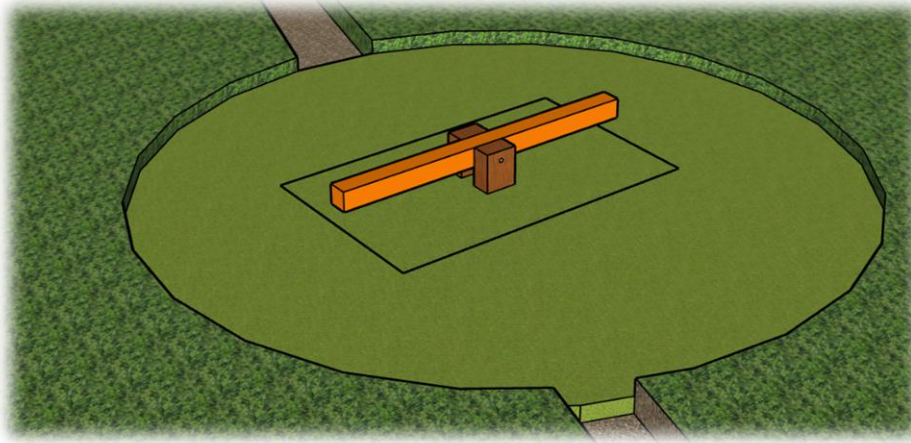
Make it harder

- More team members on the skis.
- Can the team travel further than 25m?
- How quickly can they get to 25m?
- Can they turn around at the end on the skis?

Make it easier

- Reduce the number of people on the skis, make the groups smaller.
- Leader/Instructor does the communicating for the group.

6.2 Balancing Act



Objective:

The aim of the activity is to get the beam to balance horizontally with neither end touching the floor. You should try to complete this task using the whole team (or half the team for larger groups).

Learning Outcomes:

- Team work
- Communication
- Problem solving
- Collaboration

Operating Procedures:

1. Get the group facing the beam and talk them through the safety points, emphasizing the key points below.
2. Encourage team members to enter and exit the beam at the middle point from the upper side of the beam to reduce the risk of the beam tipping suddenly and team mates falling off.
3. Remind the group about the potential for toe entrapment and ensure they stand away from the ends of the beam.
4. Start with small numbers on the beam to give the whole group some confidence and understanding of how the beam balances (switch group members in).

Key points:

- ✓ Watch out for toe entrapment.
- ✓ Enter the beam from the upper side in the centre.
- ✗ No jumping onto or off the beam.

Ideas to differentiate the activity:

Make it harder

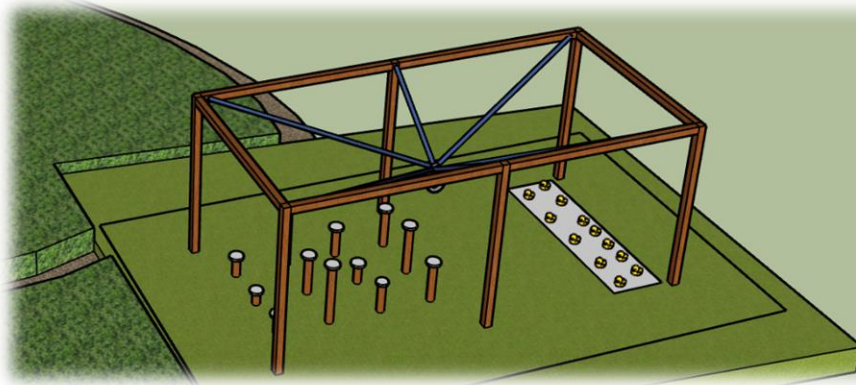
- Can you have uneven numbers on each side and still make the beam balance?

Make it easier

- Fewer numbers on the beam.
- Use spotters to support.

- Have more than one person moving at a time.
- Instructor / leader advising where to move to.

6.3 Duck Rescue



Objective:

Six members of your team stand behind a different post and take hold of the rope. Communicate with one another to successfully operate the crane by pulling in and letting out the ropes. The aim of the task is to use the crane to rescue the ducks from the pond and place them back in their nests.

Learning Outcomes:

- Team work
- Communication
- Strategy and Creativity
- Fine motor control

Operating Procedures:

1. Leader to ensure the hook is attached to the center rope ready for the activity.
2. Gather the group and highlight the aim of the activity and the key points below.
3. Emphasise that all group members must stay outside of the frame at all times for safety reasons.
4. Allocate the six posts and any additional team members become leaders / coordinators. Ensure you rotate regularly to give even share.
5. Once the activity is finished, ensure the ducks are placed back in the pond for the next group.
6. For safety reasons the hook should be left in the bottom left corner of the frame (pulled tight so that the hook is high enough not to be at head height).
7. All ropes should be tied around the cleat on the frame and any loose rope left in the bucket not on the ground.

Key Points:

- ✘ Never enter the framework during the activity.

Ideas to differentiate the activity:

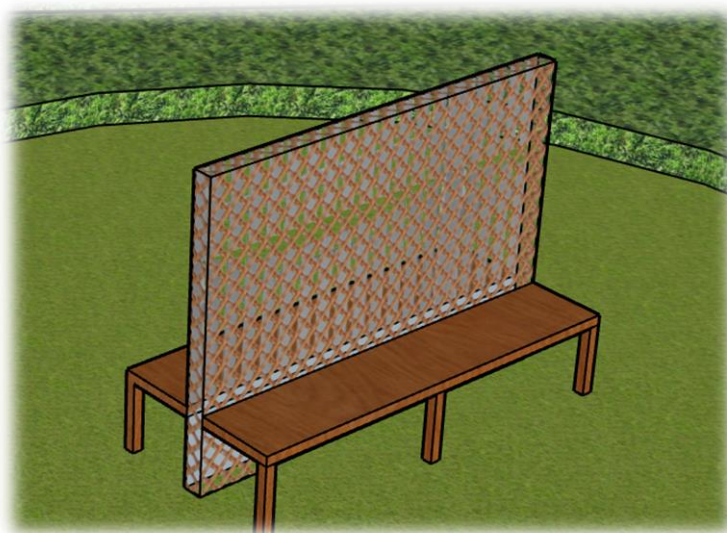
Make it harder

- Leader chooses which coloured ducks must be placed in which nest.
- Can the group complete without talking?

Make it easier

- Leader can offer guidance and if struggling can help attach the hook for the group.

6.4 Communication



Objective:

Split your group into two teams (or 4 for a larger group) and sit the teams either side of the wall. Both groups have the same bag of Lego shapes (and colours). One group creates a shape (guided by the leader) and communicates the construction of the same shape to the team on the opposite side. When confident they have the same shape, they compare.

Learning Outcomes:

- Communication
- Collaboration

Operating Procedures:

1. Teams to remain in their groups allocated place
2. Ensure the teams are really clear about the aim of the activity and decide which team is going to create the first shape.
3. Offer some communication guidelines (e.g. shape thickness, size, colour)
4. On completion the teams agree when to reveal.
5. Ensure the Lego shapes go back into the correct bags at the end of the session.

Key Points:

- ✓ There are no real safety concerns with this activity.
- ✗ No peaking.

Ideas to differentiate the activity:

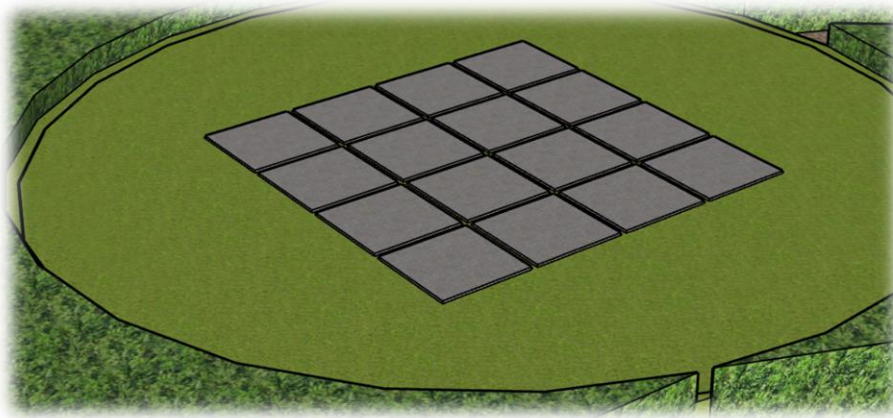
Make it harder

- Leader creates the shape.
- More blocks in the construction.

Make it easier

- Leader creates the shape.
- Less blocks in the construction.
- Use only one colour of blocks.

6.5 Grid Locked



Objective:

This activity requires 8 people if using the 3x3 grid. Or 15 people if using the 4x4 grid. Alternatively you can use cones in place of people if you don't have enough participants. Each player will stand on their own grid square, leaving one empty spot in the bottom right hand corner. The aim is to get the person in the top left hand corner to the bottom right hand corner (the exit).

Learning Outcomes:

- Problem solving
- Team work

Operating Procedures:

1. Outline the objective of this challenge (see above) and highlight the following guidelines:
 - Only one person can move at a time.
 - You cannot move diagonally, only up, down, left or right.
 - You cannot swap places with one another.
 - You can only move into an empty space.
2. To maintain engagement of a larger group you could change the person making the decision of the next move after each move has taken place.

Key Points:

- ✓ Take care when standing on the concrete slabs as they will move slightly underfoot.
- ✓ Take care not to trip over the surrounding wooden border to this challenge.

Ideas to differentiate the activity:

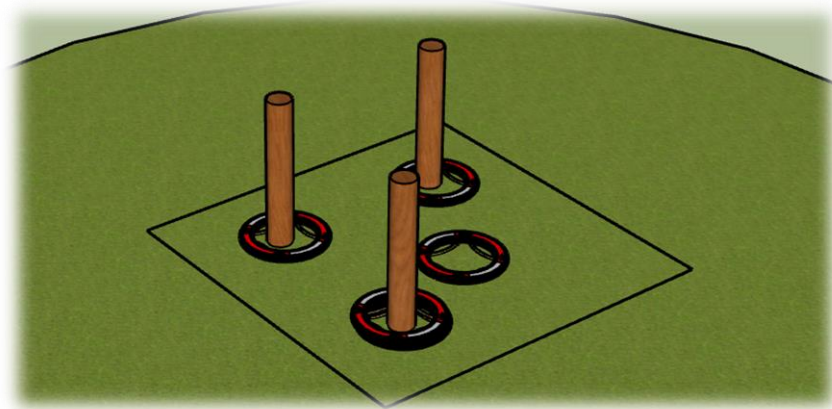
Make it harder

- Introduce road block, pond, railway line etc. to make it more difficult to navigate.

Make it easier

- Instructor to support with their input on how to complete the challenge.

6.6 Towers of Hanoi



Objective:

To complete this task, you will need to move the stack of life rings to the post furthest away from the starting post. There are a few rules in this activity to create the challenge:

- A life ring with a larger number must not be placed on top of another life ring which has a lower number written on it.
- Only one life ring can be moved at a time and can only be placed on one of the three poles, not on the floor on its own (or be held by someone whilst another ring is moved).
- To complete the task the life rings must be placed in number order (highest number on the bottom and lowest at the top) on the finish post.

Learning Outcomes:

- Team work
- Leadership
- Resilience
- Collaboration

Operating Procedures:

1. Provide clear instructions to the group on the objective and the rules of the challenge.
2. Demonstrate the activity to the whole group to check understanding.
3. Remind that two people to lift and place the rings – don't drop them.
4. For a larger group split into two separate groups to complete the challenge on the different set of towers.

Key Points:

- ✓ At least 2 group members must hold onto a life ring when moving it from post to post.

Towers of Hanoi Tip: To find the solution, make sure you don't place a larger-numbered life ring on top of a smaller-numbered one.

Ideas to differentiate the activity:

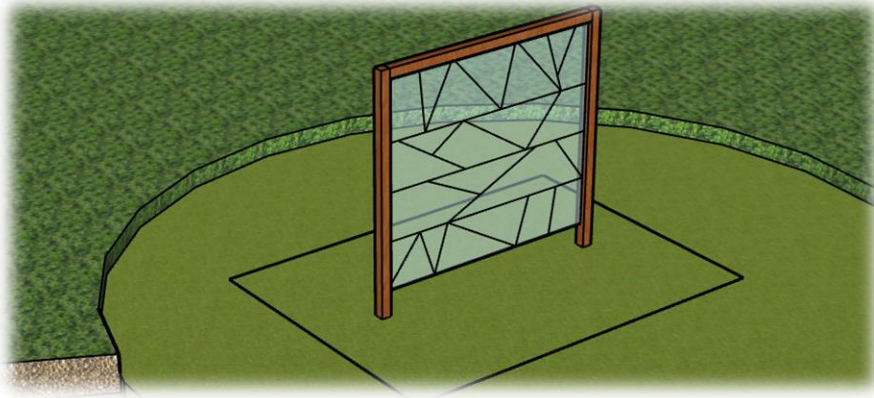
Make it harder

- Introduce more rings
- Set a time limit
- Introduce rule that team members take it in turns to choose which ring to move

Make it easier

- Reduce the number of rings
- Instructor to give some guidance

6.7 Spiders Web



Objective:

The aim of the activity is to get the whole team from one side of the web to the other without touching the web using a number of different routes.

Learning Outcomes:

- Team work
- Communication

Operating Procedures:

1. Gather the group and highlight the following points:
 - Always move from the lower side of the web to the higher side.
 - No jumping or diving through the holes.
 - Only one person to pass through the web at a time.
2. Encourage the group to put together a strategy on how they are going to complete the challenge before anyone starts to pass through the web.
3. Remind the group that the lower routes are simpler.
4. Challenge the group after the first go to try and use a different route for each member of the team.
5. If a team member is to be lifted they must be carefully and safely moved. There must be at least 2 people on either side for someone to be lifted off the ground.

Key Points:

- ✓ The leader must be directly observing this piece of equipment when it is in use.
- ✓ The leader must be vigilant when any lifting is taking place and be on hand to support if required.
- ✗ No jumping or diving through the holes.
- ✗ No carrying on peoples shoulders.

Ideas to differentiate the activity:

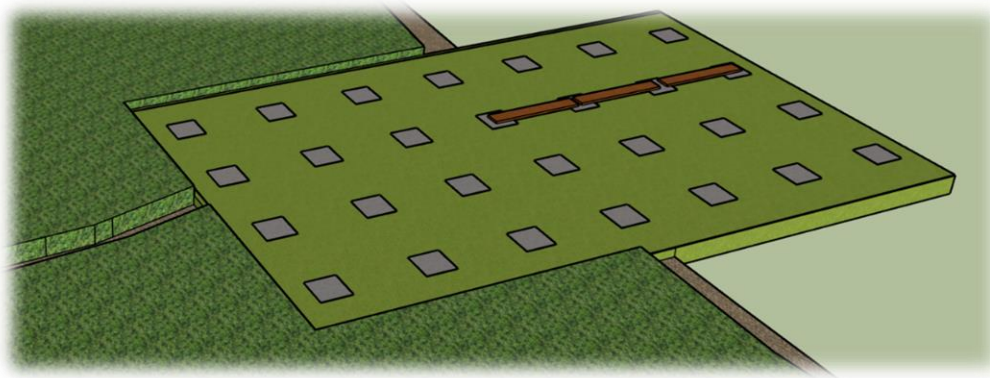
Make it harder

- Once a team member has passed through a hole, it cannot be used again by another team member (depending on group size).
- If anyone touches the web the whole team must start again.

Make it easier

- Turn a blind eye to any small touches of the web.
- Instructor to give some support at the strategic planning stage.

6.8 Volcanic Rescue



Objective:

The aim of this activity is to rescue your instructor from the other side and bring them back to safety. Using 3 – 4 planks (depending upon the team size) cross the lava pit by connecting the boulders with the planks. The whole group must complete the journey.

Learning Outcomes:

- Strategy Planning
- Balance and Co-ordination
- Team work

Operating Procedures:

1. Decide on whether there will be one or two groups (see participant numbers note below).
2. Groups to collect their planks and plan their start and finish point.
3. Planks can only be lifted by the rope and need to be lowered into position and not dropped.
4. Ensure the plank is securely resting on each block before attempting to travel across it.
5. Planks must be resting on the blocks and not on top of one another.
6. After the activity ensure the planks are returned safely to the storage unit.

Participant Numbers

It is recommended that there are 4 participants per plank, with an additional plank for every group. If the participant count exceeds 8, it is recommended the group is split into two teams. If this activity is completed as one big group, this arrangement translates to 8 participants with 2 planks and 1 spare plank, 12 participants with 3 planks and 1 spare plank, and so on.

Key Points:

- ✓ Remind the group about the risk of finger trapping – use the rope to lower the planks.
- ✗ Planks must be safely carried and carefully placed - do not drop or throw the planks into place.

Ideas to differentiate the activity:

Make it harder

- Challenge the groups to rescue objects strategically placed along the way.
- If a plank is dropped, it is then lost in the lava and cannot be used.
- Take some blocks out of action to make the route harder.

Make it easier

- Reduce the group size.

6.9 Puzzled



Objective:

This activity is a giant puzzle. Working as a team fill in the rope shape in front of you with all the pieces on the floor around it. No pieces can overlap. All pieces must be used.

Learning Outcomes:

- Communication
- Strategy
- Team work

Operating Procedures:

1. To maximize engagement with a large group, this activity could be paired with the 'Go with the Flow' challenge to make the groups smaller. The leader can observe both groups from the top walkway.
2. The group will work together as a whole team on this challenge.
3. Advise the group to take out all the pieces and lay them on the grass as a first step.
4. 2 - 3 people must hold onto each puzzle piece when it is being moved.
5. As a group look at the pieces and put a strategy together to complete the puzzle.
6. Carefully place the piece down on the ground and slide it into position – watching for finger entrapment. Do not drop the pieces.
7. After the activity, remove all pieces and put them back in the storage rack ready for the next user.

Key Points:

- ✓ Remind group of the risk of finger trapping under/between the puzzle pieces.
- ✗ Do not stand on the puzzle pieces.

Ideas to differentiate the activity:

Make it harder

- Rotate the leader after every puzzle piece is put in position.

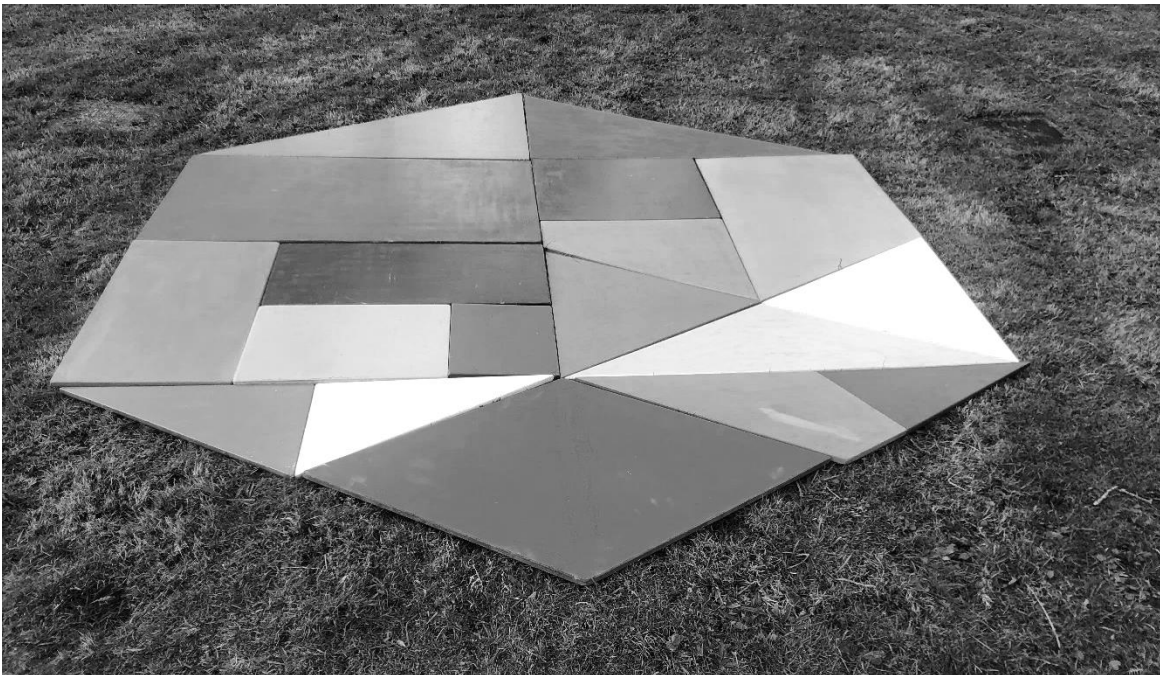
Make it easier

- Get a point for every shape in the boundary (even if the whole puzzle is not completed).
- Allow the team to look at the black and white version of the puzzle.

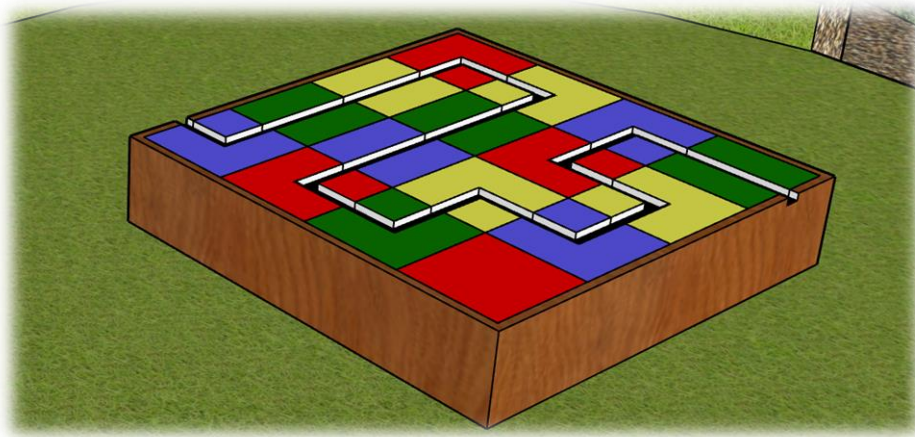
- Allow the team to have 10 seconds looking at the 'cheat sheet' (the coloured puzzle).

Note: This puzzle may need a little help from the leader. Please find below two images (colour and black and white) to help the leader support the group in completing the challenge.

Puzzled – cheat sheet!



6.10 Go with the Flow



Objective:

To complete this task, the team must rearrange the pieces of pipe and guttering to create a channel where a ball can flow from the inlet to the outlet.

Learning Outcomes:

- Team work
- Communication
- Strategy
- Resilience

Operating Procedures:

1. The team must create a continuous pipeline using the pieces supplied.
2. Remind group that the ground slopes so they need to start on the higher end.
3. When all pieces are in place drop the golf ball in the top and test whether it successfully reaches the bottom of the puzzle, travelling through all of the gutters

Key Points:

- ✓ Remind the group to watch their footing due to the steep gradient on this challenge.
- ✓ Watch for finger traps when putting puzzle pieces in place.

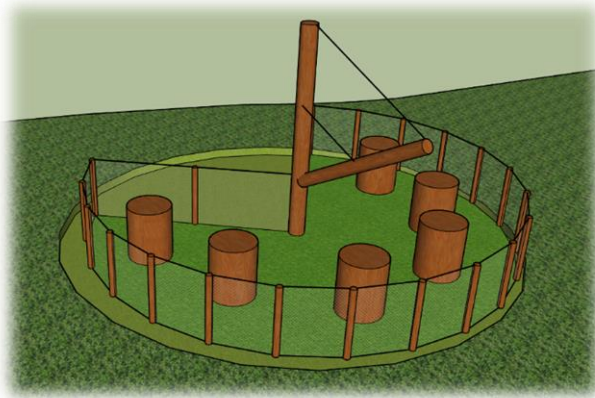
Ideas to differentiate the activity:

Make it harder

Make it easier

- Give the group the starting and the finishing position.
- Leader to support and give guidance.

6.11 Toxic Waste



Objective:

The aim of this activity is to use the ropes and pulleys to move the crane in order to hook the 'Toxic Waste Barrels' and place them on the podiums. Each rope controls a different aspect of the crane.

Learning Outcomes:

- Team work
- Communication
- Motor skills
- Resilience

Operating Procedures:

1. Gather the group at the top by the crane and highlight the following points:
2. Each rope must have at least one operator, encourage two members to hold the white rope. Additional group members can be spotters / leaders.
3. No one is to enter the area while the crane is in use.
4. After the activity ensure all ropes are secured back in place. The leader to ensure toxic waste barrels are returned to their starting positions.

Key Points:

- ✓ Remind participants that the white rope needs to be controlled at all times (ideally by 2 people).
- ✓ Remind the group that all crane movements require all rope operators to work together.
- ✗ No participants should enter the toxic waste boundary.

Ideas to differentiate the activity:

Make it harder

- Identify specific barrels to be put on specific podiums.
- Put a time limit on the activity.

Make it easier

- Put the barrels on a podium and get them to move it to another podium.
- Instructor / leader to provide direction and co-ordinate the rope operators.

7.0 Orienteering

7.1 Aims and Objectives of Orienteering

- ✓ Personal challenge
- ✓ Teamwork
- ✓ Coordination
- ✓ Physical Fitness
- ✓ Self-confidence
- ✓ Leadership
- ✓ Enjoyment
- ✓ Discipline
- ✓ Resilience
- ✓ Problem solving
- ✓ Sense of achievement in completing the course

7.2 Session Preparation

- Check all areas are safe to use in accordance with checks (demonstrated in training), before use by group. Remove any hazards or report issues to Centre staff.
- Ensure all participants are wearing correct clothing and footwear (long sleeve tops and trousers recommended due to the nature of ground area where orienteering markers are located).
- Ensure leaders are aware of any medical conditions which may be worsened by taking part in the activity.
- Ensure each leader/instructor has a whistle to manage the remote supervision of the group.
- Close the gate across the driveway to reduce movement of traffic.

7.3 Orienteering SOP's



Sample Orienteering Marker

Number on map	Description of marker position	Orienteering marker letter/colour
1	Right-hand side of wooden structure	
2	On storage unit for ski's	
3	Near to border of private land	
4	On wooden post	
5	On storage unit for beams	
6	Under trees, in-between 'How to Crane Your Dragon' and 'Spider's Web'	
7	On Campsite gate	
8	Rear of Tower	

Sample recording sheet

Objective:

The aim of this activity is to find the orienteering markers, indicated by numbers on the map, and make a record of the corresponding letters or colour spot (see above example of marker)

Learning Outcomes:

- To gain a basic understanding of reading a map.
- To be able to work as part of a team, or as an individual.
- To be able to plan and manage how you complete the course.

Session Structure:

This activity can be carried out in a number of ways based on the age and experience level of the group:

For inexperienced, younger participants

- Complete in small groups using map and clues.
- Leaders should consider doing the course in two halves with closer supervision.

For older participants

- Use the map only (no clues).
- Complete either in pairs or individually.
- Spread staff out over course area (around entry to restricted areas where possible).

For more experienced participants

- Keep the map at the start so that pairs have to return to map to locate markers and rely on their memory, rather than take the map with them.

Operating Procedures:

1. Agree with the other instructors/leaders:
 - How the course will be run (based on the above session structure options).
 - Where leaders will be located throughout the session (and agree who is going where).
 - Where will be the meeting point when whistles are blown?
The natural place would be at the start, at no.1, but if you have split the course into sections be sure that everyone (instructors/leaders/participants) is clear of the meeting place.
2. Assemble the participants at marker point No 1 (picnic benches outside the front of the Day Centre) and carry out the following:
 - Explain the objective of the activity (see above).
 - Hand out laminated maps, clipboards and pens to the group.
 - Demonstrate to the group how to orientate the map.
 - Highlight the restricted areas and private land - and explain the reasoning to keep out of these spaces.
 - Explain to the group how the session will be run.
 - Explain where instructors will be located and where to meet back when whistles are blown.
 - Advise that there may be some vehicles moving on site so be cautious when moving around the driveway/car park areas.
 - Be aware that there may be other users on site other than their own group.
 - Be aware that the ground can be uneven, slippery and very steep in places.
 - The course should be treated as a team challenge not a racecourse.
3. Highlight the importance of listening out for the whistle and getting back to the agreed point quickly (but without running!).

At the end of the session

- Collect back laminated maps, clipboards and pens.
- Debrief group and capture outcomes.

Key points:

- ✓ Ensure driveway gate is closed, to control movement of traffic on site during this activity.
- ✗ Do not enter restricted areas or private land.
- ✓ When whistle is blown, return to agreed point immediately.
- ✓ Be aware of slippery areas and steep gradients.

Ideas to differentiate the activity:

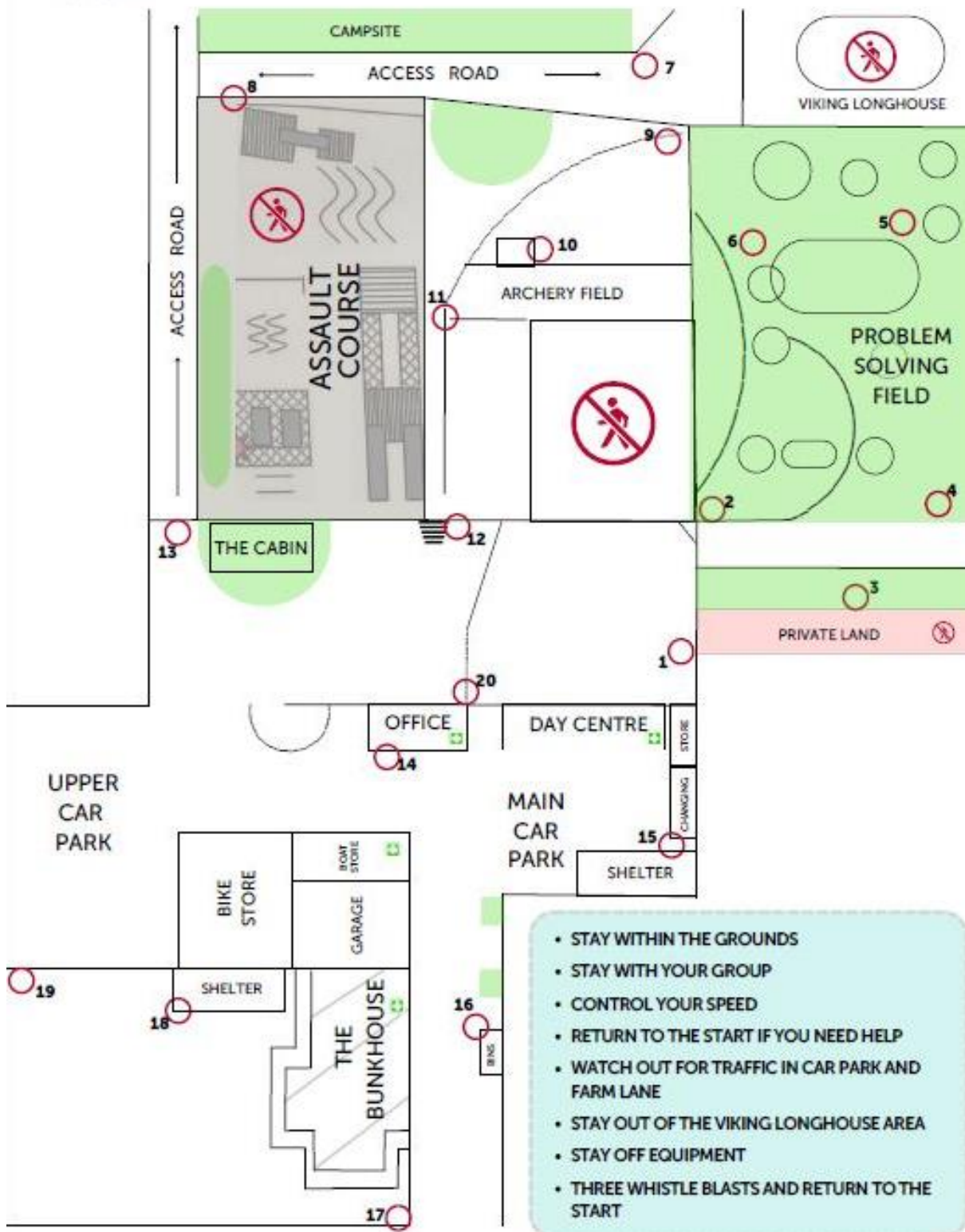
Make it harder

- For more experienced participants, keep map at start so that pairs have to return to map to locate markers and rely on their memory, rather than take the map with them.

Make it easier

- For inexperienced, younger participants, complete in small groups using map and clues. Consider doing course in two halves with closer supervision.

ORIENTEERING MAP



8.0 The Adventure Course Risk Assessments

The Adventure Course Risk Assessment - Generic			
Hazards	People at Risk	Control Measures	Risk Rating*
Slips, Trips and Falls	Instructor/Participant	Ensure footwear is appropriate and laces are tied. Instruction not to run, also stay on paths where ground is less slippery, Group control to be managed by leader.	Manageable
Cuts and scrapes on arms and legs	Instructor/Participant	Long sleeve tops and trousers to be worn to minimise any cuts and scrapes.	Manageable
Helmet entanglement (incorrectly fitted)	Instructor/Participant	Helmets to be correctly sized and fitted, correct fitting covered in training for leaders taking sessions on the Adventure Course. Helmets to be checked by leaders before starting, and monitored throughout the session.	Manageable
Jewellery entanglement Piercings, rings, necklaces etc.	Instructor/Participant	Participants reminded to remove all loose jewellery prior to the session during briefing. Signage also in place as a reminder.	Manageable
Insect bites or stings	Instructor/Participants with allergies	Long sleeved tops and trousers to be worn to minimise area of contact. For participants with allergies, medication will be held by the leader (or participant) and will be kept with them during the session.	Manageable
Weather exposure	Instructor/Participant	Long sleeve trousers and tops must be worn on site by all participants. Raised awareness with leaders in the operating handbook.	Manageable
Lyme disease	Instructor/Participant	Long sleeve trousers and tops must be worn on site by all participants. Raised awareness with leaders in the operating handbook.	Manageable
Weil's disease	Instructor/Participant	Leaders to ensure good hygiene practices in place. Particularly before eating. Raised awareness with leaders in the operating handbook.	Manageable
Asthma Attack	People with Asthma	For participants with asthma, inhalers will be held by the leader (or participant) and will be kept with them during the session.	Manageable
Collision due to overcrowding	Participant's	Operating procedures in place to manage groups to avoid collisions due to overcrowding.	Manageable
Ground surfaces	Instructor/Participant	Woodchip spread recommended by external tech advisor for softer landings. Operating procedures in place to minimise any negative impact of the woodchip on participants.	Manageable

*Risk Ratings: **Minimal** The likelihood of occurrence and severity of injury is low,
Manageable Either the likelihood or severity may be high but the control measures are appropriate
Unacceptable Either the likelihood and/or severity is too high and can't be controlled adequately

The Adventure Course Risk Assessment - Under/Over

Hazards	People at Risk	Control Measures	Risk Rating*
Hitting head on a beam	Instructor/Participant	Correct instruction, demonstration and practice. Participants reminded to keep heads and bums low.	Manageable
Scraping back on underside of beams	Instructor/Participant	Correct instruction, demonstration and practice. Participants reminded to keep heads and bums low.	Minimal
Falling off beams	Instructor/Participant	Correct information and demonstration, if participants are unable to climb over encourage them to go under all logs.	Manageable
Falling from ladder to slide	Instructor/Participant	Correct demonstration, slow and steady, head first into tunnel not feet first, maintaining 3 points of contact. Leader to monitor group.	Manageable
Hitting head on entry to slide	Instructor/Participant	Correct instructions, demonstration and practice. All participants wearing helmets.	Manageable
Cuts scrapes and bruises to knees entering slides	Instructor/Participant	Correct instructions, demonstration and practice. Group reminded to take their time when entering the slide.	Manageable
Scraping back on tunnel exit	Instructor/Participant	Correct instructions, demonstration and practice. Group reminded to be cautious when exiting the slide.	Manageable

*Risk Ratings: **Minimal** The likelihood of occurrence and severity of injury is low,
Manageable Either the likelihood or severity may be high but the control measures are appropriate
Unacceptable Either the likelihood and/or severity is too high and can't be controlled adequately

The Adventure Course Risk Assessment – Zig Zag's

Hazards	People at Risk	Control Measures	Risk Rating*
Falling off the side of the beams	Instructor/Participant	Stay in control of the group, non-slip covering on beams, appropriate step-on/off height for users.	Manageable
Pushed from the beams	Instructor/Participant	Leader to maintain good group control. Group briefed about appropriate behaviour and consequences. Consider having one participant at a time per zig-zag.	Manageable
Falling due to dizziness	Instructor/Participant	Take it easy, remember it is not a race. Use spotters.	Manageable
Falling when returning to the start of zig zags	Instructor/Participant	Leader to maintain good group control. Remind participants not to run and to behave appropriately.	Manageable

*Risk Ratings: **Minimal** The likelihood of occurrence and severity of injury is low,
Manageable Either the likelihood or severity may be high but the control measures are appropriate
Unacceptable Either the likelihood and/or severity is too high and can't be controlled adequately

The Adventure Course Risk Assessment – Scramble Net

Hazards	People at Risk	Control Measures	Risk Rating*
Entrapment from falling through net	Instructor/Participant	Correct explanation and demonstration to be given and practiced. Solid stable movement, with 3 points of contact.	Manageable
Collison with another participant	Instructor/Participant	Maximum of 2 people per net per side. Group reminded to give each other space when going over centre bar. Leader to monitor group closely.	Manageable
Being struck by falling participant	Instructor/Participant	Strict guidelines in place to ensure that at no point should anyone be underneath a participants climbing over the net. Clear SOP's in place for leaders.	Manageable
Ground fall from edge of net	Instructor/Participant	Participants briefed on keeping away from the edge of the net. Monitored by leader closely. Leader to maintain good group control.	Manageable
Entanglement in green netting	Instructor/Participant	Helmets should be correctly sized and fitted. Jewellery should be removed or taped. Participants briefed to keep heads and bums as low as possible.	Minimal
Wood chippings – splinters, debris in eyes	Instructor/Participant	Net set at an appropriate height. Number of participants on activity at any one time restricted to avoid chippings being kicked up.	Minimal
Hitting head on entry and exit beams	Instructor/Participant	Correct explanation and demonstration to be given and practiced. Participants briefed to keep heads and bums as low as possible (crawl on elbows and knees). Do not attempt to stand up until fully clear of the beam on exit.	Manageable

*Risk Ratings: **Minimal** The likelihood of occurrence and severity of injury is low,
Manageable Either the likelihood or severity may be high but the control measures are appropriate
Unacceptable Either the likelihood and/or severity is too high and can't be controlled adequately

The Adventure Course Risk Assessment – The Wall

Hazards	People at Risk	Control Measures	Risk Rating*
Falling off the downhill side of wall	Instructor/Participant	Correct explanation and demonstration to be given and practiced. Solid stable movement, with 3 points of contact. Deeper woodchip to break a fall. Use of spotters if appropriate.	Manageable
Participant unable to dismount wall	Instructor/Participant	Instruction and demonstration of climbing and straddling wall. Group to be monitored closely by leader. Leader to be ready to step in and react quickly if they see potential for injury	Manageable

Falling while climbing over the top of wall	Instructor/Participant	Correct explanation and demonstration to be given and practiced. Chest placed on top board, one leg swung over, rotate body bringing other leg over, 3 points of contact. No jumping off.	Manageable
Collision with another participant	Instructor/Participant	One participant per side on the wall (left and right) at any one time. Participants to give each other plenty of space if required.	Manageable

*Risk Ratings: **Minimal** The likelihood of occurrence and severity of injury is low,
Manageable Either the likelihood or severity may be high but the control measures are appropriate
Unacceptable Either the likelihood and/or severity is too high and can't be controlled adequately

The Adventure Course Risk Assessment – The Tower

Hazards	People at Risk	Control Measures	Risk Rating*
Fall from entrance net	Instructor/Participant	Group briefed to take their time. Max 2 participants on the net at any one time. Gradient of the ladder reduced and new green net placed under the ladder. Handrail in place on either side.	Manageable
Bumping head when entering tower	Instructor/Participant	Group reminded to take their time. Helmets to be worn, stay low and keep heads down.	Manageable
Bumps, cuts and scrapes	Instructor/Participant	Long sleeved tops and trousers to be worn. Stay low and take it easy.	Minimal
Collision with other participants	Instructor/Participant	Group briefed about expectations. Give each other space, no trying to overtake.	Manageable
Getting stuck in the tower	Instructor/Participant	Ensure participants are happy to undertake the element. Give time in demonstration/practice to build confidence.	Minimal
Collison in/on slide	Instructor/Participant	Participants to check slide is clear before entering.	Manageable
Travelling too fast down the slide	Instructor/Participant	Operating procedures require feet first entry. Sign on top of tunnel to remind participants. Thicker depth of woodchip on the exit from the tunnel.	Manageable

*Risk Ratings: **Minimal** The likelihood of occurrence and severity of injury is low,
Manageable Either the likelihood or severity may be high but the control measures are appropriate
Unacceptable Either the likelihood and/or severity is too high and can't be controlled adequately

The Adventure Course Risk Assessment – The Tunnels

Hazards	People at Risk	Control Measures	Risk Rating*
Head injury from entry/exit of tunnels	Instructor/Participant	Helmets to be worn. Group to be reminded to stay low.	Manageable

Bumps, cuts and scrapes	Instructor/Participant	Long sleeve tops and trousers to be worn. Participants reminded to take their time.	Minimal
Getting stuck in tunnels	Instructor/Participant	Group reminded that they do not have to attempt any element they are not comfortable with. Access available between the tunnels by lifting the yellow bungee rope to allow a quick escape if needed. Tunnels are only 3m in length so someone struggling can be easily rescued.	Minimal
Claustrophobia or panic attack	Instructor/Participant	Group reminded that they do not have to attempt any element they are not comfortable with. Access available between the tunnels by lifting netting to allow escape. Group leader to monitor and intervene (or support) if required.	Manageable

*Risk Ratings: **Minimal** The likelihood of occurrence and severity of injury is low,
Manageable Either the likelihood or severity may be high but the control measures are appropriate
Unacceptable Either the likelihood and/or severity is too high and can't be controlled adequately

The Adventure Course Risk Assessment – Rope Swing			
Hazards	People at Risk	Control Measures	Risk Rating*
Being struck by rope	Instructor/Participant	Correct instruction, demonstration and practice.	Manageable
Collision with moving participant and overcrowding	Instructor/Participant	Group control – sensible behaviour. Completed participants instructed to wait at the bottom of the balance beam not on the landing platform.	Manageable
Rope burn	Instructor/Participant	Correct instruction, demonstration and practice. Tight firm grip on rope.	Manageable
Slips, trips and falls on platforms	Instructor/Participant	Care to be taken when getting on or off platforms. Grip strips in place on the decking and wood monitored for traction regularly.	Manageable
Fall/loss of balance on landing	Instructor/Participant	Feet to be kept below participant while swinging, (not on the rope). Woodchip covering for soft landing, graduated platform on either side of the swing, helmets worn. Participants can opt to walk across holding the rope if they feel unable to support their own weight sufficiently.	Manageable
Ground fall from platform	Instructor/Participant	Group briefed to compose themselves after the rope swing before attempting the balance beam. Thick level of woodchip around the beams in case of a fall. Orange rope surrounding this element to reduce risk of a fall.	Manageable

*Risk Ratings: **Minimal** The likelihood of occurrence and severity of injury is low,
Manageable Either the likelihood or severity may be high but the control measures are appropriate
Unacceptable Either the likelihood and/or severity is too high and can't be controlled adequately

The Adventure Course Risk Assessment – Balance Beams

Hazards	People at Risk	Control Measures	Risk Rating*
Falling off the side of the beams	Instructor/Participant	Close supervision of the group in this area. Make participants aware of the hazard. Deeper woodchip spread in this area.	Manageable
Pushed from the beams	Instructor/Participant	Group control to be maintained. Group briefed about appropriate behaviour and consequences. One participant at a time per beam.	Manageable
Falling from one beam onto the other	Instructor/Participant	Group control to be maintained. Beams sufficiently spaced to reduce risk of falling from one beam onto the adjacent beam.	Manageable
Snapped beam/plank	Instructor/Participant	Group control – maximum of 1 person per plank at any one time. No jumping or bouncing on the planks.	Manageable

*Risk Ratings: **Minimal** The likelihood of occurrence and severity of injury is low,
Manageable Either the likelihood or severity may be high but the control measures are appropriate
Unacceptable Either the likelihood and/or severity is too high and can't be controlled adequately

The Adventure Course Risk Assessment – Monkey Bars

Hazards	People at Risk	Control Measures	Risk Rating*
Collisions between participants on the bars	Instructor/Participant	Maximum of 2 on the element at any one time (1 per side). Swinging area to be controlled. Monkey bars are sufficiently spaced apart from one another.	Manageable
Collisions between participants on the cargo net traverse	Instructor/Participant	Maximum 1 person per net traverse at any one time. Use of beam to walk along using the net for balance if required.	Manageable
Falling off bars onto net below awkwardly	Instructor/Participant	If participants can't reach the bars comfortably on their own they should use the cargo traverse (Do not use the cargo net to reach the bars). If traversing, participants need to stay on the first rung of the net only.	Manageable
Falling from monkey bars directly onto rope bridge	Instructor/Participant	Instruction - slow down towards end of task, sight landing don't drop too close to the rope bridge.	Manageable
Entanglement in cargo net while using monkey bars	Instructor/Participant	Participants reminded to keep feet beneath them when swinging on the bars. Do not use the cargo net for assistance on the monkey bars.	Manageable

*Risk Ratings: **Minimal** The likelihood of occurrence and severity of injury is low,
Manageable Either the likelihood or severity may be high but the control measures are appropriate
Unacceptable Either the likelihood and/or severity is too high and can't be controlled adequately

The Adventure Course Risk Assessment – Rope Bridge and Slides

Hazards	People at Risk	Control Measures	Risk Rating*
Colliding with another participant on the bridge	Instructor/Participant	Slow speed, prevent swinging and control numbers on the bridge.	Manageable
Falling through the bridge	Instructor/Participant	Take time, instruct participants to aim to step on rope joints on thick rope only, no climbing upwards.	Manageable
Entanglement in bridge	Instructor/Participant	Participant's reminded to take their time and be sure of their footing.	Manageable
Bumps and scrapes entering the slide	Instructor/Participant	Take it steady entering the slide, sit down first and put feet into the slide. Sign reminding participants to travel 'Feet First'.	Manageable
Exiting the slide awkwardly	Instructor/Participant	Enter slide feet first and use feet to slow down if needed. Make sure to check that slide exit and run off are clear before sliding. Leader to make sure sufficient wood chip at base of slides to cushion impact – monitor throughout session.	Manageable

*Risk Ratings: **Minimal** The likelihood of occurrence and severity of injury is low,
Manageable Either the likelihood or severity may be high but the control measures are appropriate
Unacceptable Either the likelihood and/or severity is too high and can't be controlled adequately

9.0 Problem Solving Field Risk Assessments

Problem Solving Field Risk Assessment - Generic			
Hazards	People at Risk	Control Measures	Risk Rating*
Slips, Trips and Falls	Instructor/Participant	Ensure footwear is appropriate and laces are tied. Instruction not to run, also stay on paths where ground is less slippery, Group control to be managed by leader.	Manageable
Weather exposure	Instructor/Participant	Long sleeved tops and trousers must be worn on site by all participants. Raised awareness with leaders in the operating handbook.	Manageable
Lyme disease	Instructor/Participant	Long sleeved tops and trousers must be worn on site by all participants. Raised awareness with leaders in the operating handbook.	Manageable
Weil's disease	Instructor/Participant	Leaders to ensure good hygiene practices in place. Particularly before eating. Raised awareness with leaders in the operating handbook.	Manageable
Cuts and scrapes on arms and legs	Instructor/Participant	Long sleeved tops and trousers to be worn to minimise any cuts and scrapes.	Manageable
Jewellery entanglement Piercings, rings, necklaces etc.	Instructor/Participant	Participants reminded to remove all loose jewellery prior to the session during briefing. Signage also in place as a reminder.	Manageable
Insect bites or stings	Instructor/Participant's with allergies	Long sleeved tops and trousers to be worn to minimise area of contact. For participants with allergies, medication will be held by the leader (or participant) and will be kept with them during the session.	Manageable
Asthma Attack	People with Asthma	For participants with asthma, inhalers will be held by the leader (or participant) and will be kept with them during the session.	Manageable
Collision due to overcrowding	Participant's	Operating procedures in place to manage groups in recommended ratios (1:16 +1)	Manageable
Branches hitting eyes/heads	Instructor/Participant	Regular grounds maintenance programme in place with daily checks of the site by OLC staff.	Minimal
Ground surface	Instructor/Participant	Operating procedures to highlight risk of challenges on upper side of the PSF where the gradient is steeper. Leader supervision and group management in place. Participants advised to wear suitable footwear.	Manageable

*Risk Ratings: **Minimal** The likelihood of occurrence and severity of injury is low,
Manageable Either the likelihood or severity may be high but the control measures are appropriate
Unacceptable Either the likelihood and/or severity is too high and can't be controlled adequately

Problem Solving Field Risk Assessment - Specific Activity Risks

Hazards	Risk	Control Measures	Risk Rating*
Skiing			
Wooden Skis	Foot trap, collision, loose ropes	Operating procedures in place to reduce risk. Feet must be kept on skis at all times. Staggered start to reduce risk of groups colliding. Ensure all loose ropes are held if less than 6 participants on the skis. Activity takes place on a flat track.	Minimal
Balancing Act			
Moveable Beam	Falls from beam, collision of participants	Operating procedures encourage all participants to enter at the centre of the beam from the upper side, one person moving at a time, no jumping off the beam. Session progress structured to ensure participants gain confidence with the equipment.	Manageable
Gradient of surrounding area	Exacerbates a fall from the beam	Participants are reminded to dismount uphill and if accidental fall forwards off the beam, be aware of the gradient. Close leader observation required on this activity.	Manageable
The beam contacting the ground	Foot trap	All participants reminded of the potential risk. Safety tyre installed to reduce risk.	Manageable
Duck Rescue			
Metal hook	Collision with metal hook	Hook painted a bright colour. Made safe after the activity has ended. Operating procedures ensure no participants step inside the frame.	Minimal
Communication			
Bench	Fall off backwards	Group control maintained. Spaced seating suitable for group size.	Minimal
Grid Locked			
Wooden frame surrounding the challenge	Trip hazard, falling on to	Group control maintained. Limited numbers. Activity is a cognitive challenge, rather than a physical, so movements are at a minimum.	Minimal
Woodchip base causing the slabs to be unstable	Falling off concrete slabs due to them being unstable	Group control maintained. Group advised that the slabs are unstable before commencing the activity.	Manageable
Towers of Hanoi			
Weight of lifebelts	Lifting strain, dropped from height	Two participants to lift each lifebelt at a time. Lowered into place not dropped. Posts cut to an appropriate height. Weight of lifebelt not excessive.	Minimal
Spiders Web			
Height	Fall / dropping, participant getting caught in web	Close leader observation required on this activity. Leader to step in if witnessing any potentially unsafe movements. Two people must be on either side of the web if any lifting/carrying taking place. Bungee rope utilised on this activity which will	Manageable

		absorb impact of a fall and reduce severity of a fall.	
Gradient of the area	Severity of fall	Participants only to travel from the lower side to the upper side of the web.	Manageable
Volcanic Rescue			
Planks	Finger / toe trap under planks, strains / pulls from moving	Operating procedures advise minimum of two people to move each plank. Planks should be placed on the ground and moved into position (not dropped).	Minimal
Puzzled			
Larger wooden Puzzle pieces	Strains / pulls from moving, finger / toe trap under the pieces	Operating procedures advise minimum of two people to move each puzzle piece. Pieces should be placed on the ground and moved into position (not dropped).	
Gradient of the area	Risk of slips / falls	Participants advised to wear appropriate footwear, leaders to reinforce risk of slips (particularly in wet weather), leaders to maintain good control of the group.	Minimal
Go with the Flow			
Gradient of the area	Risk of slips / falls	Participants advised to wear appropriate footwear, leaders to reinforce risk of slips (particularly in wet weather), and leaders to maintain good control of the group.	Minimal
Toxic Waste			
Crane	Participant/leader colliding with the crane	Operating procedures ensure no participants are permitted inside the fenced off area. Leaders will only enter the area to retrieve a barrel if essential. In doing so will communicate with all rope operators to stop what they are doing.	Minimal
Rope	Rope burn	Two participants added to the white rope which has a higher risk of rope burn occurring. Participant at the back will be the anchor.	Minimal

*Risk Ratings: **Minimal** The likelihood of occurrence and severity of injury is low,
Manageable Either the likelihood or severity may be high but the control measures are appropriate
Unacceptable Either the likelihood and/or severity is too high and can't be controlled adequately

10.0 Orienteering Risk Assessment

Hazards	People at Risk	Control Measures	Risk Level (Minimal, Manageable, Unacceptable)
Getting lost	Participants	Each session will be run to accommodate the individual participants and their abilities. Boundaries and meeting areas agreed before session. Instructors to be in close proximity to participants, and whistles to be used by instructors to call participants back	Manageable
Slips, Trips, Falls and minor injury	All	Ensure footwear is appropriate and laces are tied. Instruction not to run, also stay on paths where ground is less slippery. First Aid kit to be carried by instructors. Group control to be managed by instructors	Manageable
Cuts and scrapes on arms and legs	All	Long sleeved tops and trousers to be worn. Make participants aware of the type of areas they will be using	Minimal
Allergic reactions to insect bites or stings	Individuals with allergy	Long sleeved tops and trousers to be worn to minimise area of contact. Medication to be carried by the leader (or participant) and instructors to have knowledge of how to administer if required.	Manageable
Asthma Attack	Individuals with Asthma	Inhalers to be carried by the leader (or participant) and to be kept with them at all times.	Manageable
Tics and Lyme's Disease	All	Long sleeved tops and trousers to be worn to minimise area of contact Information can be made available by Centre staff	Manageable
Weather	All	Instructors check up to date weather forecast and to make sure participants are equipped for the conditions (e.g. waterproofs, sun hats etc.) or adjust activity if required	Manageable
Poor behaviour	Participants	Group to be briefed about expectations and boundaries. Leaders to be aware of any medical conditions that may aggravate behaviour and any mitigating measures to be highlighted to instructors in advance. Groups to be supervised by an appropriate member of their own staff, if required.	Manageable
Hit by vehicles	All	Avoid areas with moving traffic, e.g. carpark. Shut gate to drive, or cone off areas of risk	Manageable

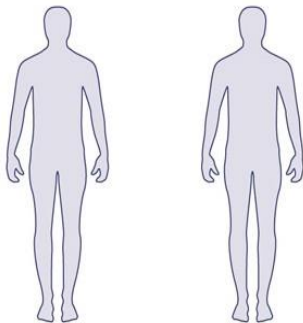
Appendix 1 - OLC Accident Form



Department of Education, Sport and Culture
Rheynn Ynsee, Spoyrt as Cultoor

The Outdoor Learning Centre Accident Form



<p>Date: _____ Time of injury: _____</p> <p>Injured Person Details</p> <p>Full Name: _____ Age: _____</p> <p>Employee <input type="checkbox"/> Contractor <input type="checkbox"/> Male / Female / Prefer not to say: _____</p> <p>Under 18* <input type="checkbox"/> Member of Public <input type="checkbox"/> Contact number: _____</p> <p><i>*Ensure parents are informed of injury</i></p> <p>Group/Organisation attending OLC with: _____</p> <p>*Witness of treatment for under 18's: _____</p>	<p>Witness Details</p> <p>Staff <input type="checkbox"/> Public <input type="checkbox"/></p> <p>Name: _____</p> <p>Email Address: _____</p> <p>Mobile Number: _____</p>
<p>Injury/Illness and Nature of Accident:</p> <p>*Fatality <input type="checkbox"/> *Major Injury <input type="checkbox"/> *Pre-existing injury <input type="checkbox"/> Minor injury <input type="checkbox"/></p> <p>Part of body effected _____ Left / Right</p> <p>Nature and extent of injury or illness: _____</p> <p>_____</p> <p>First Aid treatment given: _____</p> <p>_____</p> <p>By Whom: _____</p> <p>Advised to go to Nobles Hospital? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Ambulance required? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Time called: _____ AM/PM</p> <p>Time arrived: _____ AM/PM</p>	<p>Was a head injury advice slip issued?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>N/A <input type="checkbox"/></p> <p>Type of rescue?</p> <p>Dry <input type="checkbox"/> Wet <input type="checkbox"/></p> <p>Location of injury</p> <div style="text-align: center;">  </div>
<p>Incident Details (Location and how it occurred)</p> <p>Exact location of incident: _____</p> <p>Was the injured person wearing appropriate clothing/footwear? Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/></p> <p>Were there any physical or environmental defects? Yes (<i>Specify</i>) <input type="checkbox"/> No <input type="checkbox"/></p> <p>_____</p> <p>Was the affected area reported and sectioned off? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Was there any damage to property or any equipment? Yes (<i>Specify</i>) <input type="checkbox"/> No <input type="checkbox"/></p> <p>_____</p> <p>Has the damage been reported in the Maintenance log? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Was the injured person mis-using the area or any equipment? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Was the injured person engaged in normal duties (<i>if applicable</i>)? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Name of Leader in charge of session: _____ Contact No: _____</p>	

Type of accident:

Injured whilst handling, lifting or carrying an object? <input type="checkbox"/>	Slip, trip or fall on same level? <input type="checkbox"/>	Trapped something collapsing or overturning? <input type="checkbox"/>	Exposure to an explosion? <input type="checkbox"/>
Injured whilst lifting a person? <input type="checkbox"/>	Contact with moving machinery or material being machined? <input type="checkbox"/>	Death by drowning or asphyxiation? <input type="checkbox"/>	Contact with electricity or an electrical discharge? <input type="checkbox"/>
Struck by moving, including flying or falling object? <input type="checkbox"/>	Struck by moving vehicle? <input type="checkbox"/>	Exposure to or contact with a harmful substance? <input type="checkbox"/>	Other type of accident? (give details in description box) <input type="checkbox"/>
Needle-stick injury? <input type="checkbox"/>	Fall from height? <input type="checkbox"/>	Exposure to fire? <input type="checkbox"/>	
Struck against something fixed or stationary? <input type="checkbox"/>	Distance through which persons fell? <input type="checkbox"/>		

Agents involved:– Please indicate if any of these factors below were involved?

Machinery/equipment for lifting and conveying? <input type="checkbox"/>	Process plant, pipework bulk storage? <input type="checkbox"/>	Moveable container or package of any kind? <input type="checkbox"/>	Electricity supply cable, wiring, apparatus or equipment? <input type="checkbox"/>
Portable power or hand tools? <input type="checkbox"/>	Any material substance or product being handled? <input type="checkbox"/>	Floor, ground stairs or working surface? <input type="checkbox"/>	Entertainment or sporting facilities or equipment? <input type="checkbox"/>
Any vehicle or associated equipment/machinery? <input type="checkbox"/>	Gas, vapour, dust, fume or oxygen deficient? <input type="checkbox"/>	Building engineering structure or excavation/underground? <input type="checkbox"/>	Any other agent? <input type="checkbox"/>
Other machinery? <input type="checkbox"/>	Atmosphere? <input type="checkbox"/>	Ladder or Scaffolding? <input type="checkbox"/>	
Needle or other? <input type="checkbox"/>	Pathogen or effected material? <input type="checkbox"/>	Construction formwork shuttering and falsework? <input type="checkbox"/>	

DESCRIPTION OF ACCIDENT (Please provide a detailed description of what happened and how. If needed, please continue on a blank sheet)

Accident Procedures

Has a copy of this form been sent to DESC Accident Reporting? Yes No
 Is the accident reportable to the Health and Safety at Work Inspectorate (Under RIDDOR)?* Yes No
 (*) If yes please attach a copy of the F2508 RIDDOR form to this accident form.

Staff Member **Staff Member** **Date:**
 (print) (signature)

Centre Manager **Centre Manager** **Date:**
 (print) (signature)

All accident forms to be alerted to the OLC Centre Manager within 24 hrs of the accident date.



Department of Education, Sport and Culture
 Rheyynn Ynsee, Spoyrt as Cultoar

The Outdoor Learning Centre Incident/Near Miss Report



Name of person Reporting: **Role:**

Type of Report Incident or Near Miss

Date: **Time:** **Exact location:**

What Happened? (Tick as appropriate)

- | | | | |
|--|--|---|--------------------------|
| <input type="checkbox"/> Verbal abuse | <input type="checkbox"/> Threat of violence | <input type="checkbox"/> Physical violence | <input type="checkbox"/> |
| <input type="checkbox"/> Damage to property | <input type="checkbox"/> Damage to equipment | <input type="checkbox"/> Lighting failure | <input type="checkbox"/> |
| <input type="checkbox"/> Bomb threat | <input type="checkbox"/> Structural failure | <input type="checkbox"/> Severe water pollution | <input type="checkbox"/> |
| <input type="checkbox"/> Emission of toxic gas | <input type="checkbox"/> Activity incident | <input type="checkbox"/> Dangerous occurrence | <input type="checkbox"/> |
| <input type="checkbox"/> Theft | <input type="checkbox"/> Near miss report | <input type="checkbox"/> Other (please specify) | <input type="text"/> |

Full details of the event - what happened? (use additional paper if required)

Were Emergency Services called?

Yes

No

If Yes, which Service:		Time of call:	
PC Number:	PC Name:	Call reference:	

Details of People Involved: *(Please use blank sheet to continue if required)*

Full Name	Contact No	Under 18?	How were they involved?

Details of any Witnesses (not listed above)

Witness 1 Name:		Witness 2 Name:	
Email Address:		Email Address:	
Contact No:		Contact No:	

Recommended follow up action (if any):

Management Notes / Actions

	Yes	No	Date and Time
First Aid/Hospital required?			
Police informed?			
Investigation conducted?			
Were existing procedures followed?			
Were existing procedures adequate?			
Department notified?			
Follow up action required?			

If YES record what action is proposed:

Management Details

Print Name: Signature: Date:

Appendix 3 – Outdoor Specific Risks

Visitors to the Outdoor Learning Centre who are not familiar with working in an outdoor environment should be made aware of the following risks which increase when exposed to the outdoors:

Weather Exposure

It is important for the leader of a group visiting the OLC to ensure the weather forecast is checked and that participants arrive for the activities prepared. A list of weather related risks, and how to reduce the consequences can be found below. It is important that visitors to the Centre are fully prepared for all weather eventualities. Please see Appendix 4 for a sample letter advising visitors what to bring with them for their visit to the OLC.

Risk	Measures to reduce risk
Hypothermia	Bring plenty of layers which can be added during the session if it gets too cold
Hyperthermia	Bring plenty of layers which can be taken off during the session if it gets too warm
Sun Burn	Apply sun block before arriving on site and bring extra to top up during the day as required
Sun Stoke	Wear a hat, avoid long exposure to sun, drink plenty of water, take regular breaks in shade
Dehydration	Bring a refillable water bottle and keep this with you throughout the session

Insect Bites and Ticks

Due to the location of the OLC, it is common for insects to be present on site, including midges at certain times of the year. It is recommended that all participants wear insect repellent when attending the site to reduce occurrence of midge bites, horsefly bites etc.

There is also a small risk when walking through long grass that tick bites may occur so it is important for leaders to understand what these look like and the risks associated with them.

Lyme disease can be caused through the bite of a tick carrying a specific type of bacteria. The identification of a tick on a person and the prompt and careful removal of the tick is essential to ensure the control of infection. Typical symptoms of Lyme disease include fever, headache, fatigue, and a characteristic skin rash called erythema migrans. Whilst the likelihood of this is extremely rare, it is important for leaders to be aware of the risk and symptoms.

There is a specific technique required for the safe removal of ticks from the skin. OLC staff have leaflets available to send home to parents to deal with a tick. Staff are not permitted to remove the tick. Medical advice should be sought by the parent if required.



Tick attached to the skin



Example of the rash that is visible with infection

Following advice of wearing long sleeved tops and trousers on site will reduce the risk of insect and tick bites dramatically.

Weil's disease

Weil's disease can be contracted from the urine of infected rats. Whilst every effort has been made on site to put pest control measures in place, the Centre is in the middle of the countryside so the risk cannot be eliminated. Good hygiene practices should be observed and reminded throughout the day by leaders. Particular importance is thorough hand washing prior to eating and drinking.

Symptoms of Weil's disease include: high temperature, headache, body aches and pains, tummy ache, feeling sick or being sick, diarrhoea, redness in the white part of your eyes, yellowing of the skin (jaundice). Again, whilst infection is highly unlikely, it is worth leaders being aware of.

Appendix 4 – Visit Preparation Sample Letter



Dear Parent / Carer,

Re: The Outdoor Learning Centre (OLC) Visit Preparation

In order to prepare your child for their visit to the OLC, please observe the following important notes and ensure they arrive on the day of the visit with all of the items in the kit list below. All items should be clearly marked with their name.

THE OUTDOOR LEARNING CENTRE IMPORTANT NOTES

1. It is highly likely that your child will get muddy and / or wet during their visit – please do not send them in their best clothes/trainers.
2. Our Manx climate can be very changeable, please come prepared for all weather eventualities.
3. Some of the activities that they may be involved in:
The Adventure Course, Problem Solving Activities, Orienteering, Paddle Sports*
**all kit will be provided by the OLC for this activity*
4. If your child has any medical conditions or injuries which may be affected by taking part in any of the above activities, please ensure your Visit Leader is aware of this prior to the visit.
Please note – these details will be shared with relevant OLC staff.

THE OUTDOOR LEARNING CENTRE KIT LIST

- Waterproof clothing (or a full change of clothes)
- Appropriate footwear (see examples below)
- A second set of footwear to change into after the activity
- Rucksack or Bag to keep all your kit together
- Towel
- Sunscreen and a hat (May – September)
- Insect repellent (May – September)
- Long sleeved top and trousers
- Shorts and t-shirt for wearing under a wetsuit (for paddle sports activities)
- Clothing appropriate to the weather (layers which can be taken on / off are advisable)
- Refillable drinks bottle
- Snacks / food required for the visit

APPROPRIATE FOOTWEAR

Some examples of ideal footwear to wear for the activities on site are as follows:



✓ Old Trainers



✓ Walking Boots



✓ Walking Shoes

If you have any questions regarding your visit, please contact your Visit Leader prior to the day:

Visit Leader:

INSERT NAME HERE

Contact Details:

INSERT CONTACT NUMBER AND / OR EMAIL ADDRESS HERE