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Topic 1

In this topic you will learn how to:

- 1A Demonstrate understanding of the value of leisure, recreation and play in enhancing wellbeing**
- 1B Identify different work environments, services and work roles within the industry**
- 1C Work within the current models of leisure and health practice**
- 1D Ensure individuals participate in all aspects of service planning and support activities**
- 1E Undertake all work as part of the interdisciplinary team and exhibit awareness of a conjoint approach to programs**
- 1F Identify personal values and attitudes regarding leisure, recreation and play and take into account when planning and implementing activities**

Provide appropriate leisure and health services

In order to provide appropriate services to people, it is necessary to have an understanding of the value that leisure, recreation and play have in enhancing wellbeing. Being able to explain the benefits to groups of people of all ages will encourage participation along with an understanding of the benefits to holistic health.

The work of a leisure and recreation worker is varied and requires skills, knowledge and an ability to adapt to varying work environments in different roles within the larger framework of the sector.

To ensure the ongoing success and participation of people in leisure and health activities, it is important to ensure individuals are involved in the planning of activities and have a say the service they want to receive. Working as a part of an interdisciplinary team also ensures that opinions are sought from key stakeholders to keep the programs relevant and meeting the needs of target groups. Access and equity considerations means having an understanding of the barriers that may make it difficult for participation in programs, including the involvement of groups representing the wider community of Australia and all its diversity.

Here are some examples of how you can measure these types of wellbeing.

Measures of emotional and social wellbeing

The absence or satisfactory management of mental illness

The mental ability and desire to participate in daily activities

An interest in life and life's activities

An interest in and desire to interact with others or to feel satisfied with one's own company

The ability to function within the expected range of behaviours generally seen for others of the same age group, background, experience and situation

Enhancing wellbeing

There is evidence that supports the idea that there is a relationship between the pursuits of leisure, recreation and play with health and wellbeing. These benefits cover a holistic view of health, which includes a person's physical, social and emotional health and wellbeing.

Participation in leisure, recreation and play is known to have health benefits such as, as shown here.

Benefits of participation in leisure, recreation and play

▶ Increase in cardiovascular fitness

▶ Increase in muscular strength, agility and flexibility

▶ Decrease in measures of obesity

▶ Increased self esteem

▶ Decreased stress

▶ Decrease in anti-social behaviour

▶ Promotion of social and cultural harmony

▶ Increase in social relationships and corresponding decrease in social isolation

Social benefits

- ▶ Builds social supports and strong communities
- ▶ Combats isolation and loneliness
- ▶ Strengthens families
- ▶ Encourages learning
- ▶ Develop social skills
- ▶ Promotes cultural harmony and sharing or diversity

Physical benefits

- ▶ Can offer a positive solution to obesity and ill health (combined with healthy diet)
- ▶ Combats chronic conditions such as diabetes, arthritis, asthma and osteoporosis
- ▶ Helps manage blood pressure, cholesterol levels
- ▶ Increases life expectancy
- ▶ Improves cardiovascular and respiratory functions
- ▶ Increases muscular strength and endurance
- ▶ Significantly reduces rates of heart disease, stroke and certain cancers

Community benefits

- ▶ Unites communities and neighbourhoods, adding to identity and pride
- ▶ Develops opportunities for volunteerism
- ▶ Promotes cultural harmony
- ▶ Engages community organisations in positive and creative contributions to their community
- ▶ Boosts sustainable economic development by attracting residents, businesses and tourists seeking high quality of life

Economic benefits

- ▶ Can reduce expensive health care costs
- ▶ Promotes productivity and can reduce workplaces absences accidents
- ▶ Can reduce the high cost of vandalism and criminal activity

Environmental benefits

- ▶ Encourages sustainable community design that encourages active living through active transportation

People with disability

- ▶ With supports available, people with disability can choose to participate in a full range of community recreation and leisure activities based on their personal interests and desires. It may be necessary to support the person by physically assisting them to be part of the activity. People can benefit by acquiring particular skills and competencies, being part of social interactions and making new friendships. Activities can bridge the gap between just being in the community to participating in it.

Example

Understand the benefits of recreation

John has an intellectual disability that limits his verbal and motor functioning. He loves playing football. His parents meet with a leisure officer, Ken, as well as the local football club manager to see if John can join a local football team. The manager seems unsure about John's specific needs and is sceptical of His ability to join the team. Ken explains to him the value and benefits to both John and to the club of allowing John to participate as a team member.



The following week the club contacts John and Ken to discuss ways that John can participate. They all conclude that the best way is for John to initially attend one training session each week with the overall goal for him to be able to play in a match the coming season, which begins in six weeks' time.

Practice task 1

1. Explain the difference between recreation, leisure and play.

2. What are the three aspects of health?

Political and economic influences

The notion of the eight-hour work day came into being in Australia in the mid-1800s and is annually recognised on Labour Day (also known as Eight Hours Day). This was established in recognition of the fact that workers had the right to limitations on their working hours, leaving them free to engage in other activities such as sport, recreation, time with family and household duties.

Since that time the government has been involved in leisure and health at a local, federal and state level. The benefits of participation to wellness and health are well understood. Funded services are widespread across Australia and are becoming more focused on encouraging participation of specific groups such as older people, children and people with disability.



The services offered by government departments and agencies vary according to the specific needs of communities. They include promotional campaigns, funding, structured programs, research, facilities development and operations, and direct service provision.

Government and political decisions regarding leisure and recreation also influence the amount of discretionary income a person or family has to spend on leisure activities. The socioeconomic status and stability of the income source within the family will influence the type of leisure activity chosen; for example, the need to purchase equipment and clothing, or the payment of fees to participate.

Work environments

The following provides examples of some of the work environments where people may be employed in the leisure and health sector, along with a description of the work environment.

Aged care facilities

There may be a dedicated activities room or centre, or activities may occur within a lounge or day room or outdoors.

Group homes

Activities may be undertaken within the home environment or residential facility, or away from it in a variety of community settings.

Local council

Activities may be office-based or located away from the office in community venues or outdoor locations.

Community centre

Duties may involve a mix of office-based tasks and direct involvement with participants in sports or activity-specific rooms within the centre.

Program supervisor

- ▶ Supervising recreation workers, case managers, program assistants and personal care workers
- ▶ Planning program directions
- ▶ Developing strategic plans
- ▶ Overseeing quality control responsibilities
- ▶ Monitoring adherence to relevant standards and legislation
- ▶ Liaising with more senior staff members to ensure activities are in line with budget, strategic organisational directions and values statements

Disability support worker

- ▶ Providing individual support to access facilities, programs and desired leisure pursuits
- ▶ Facilitating tasks such as organising bookings, travelling to facilities, communicating with others and completing general organisational tasks
- ▶ Supporting group activities and programs

Personal care worker

- ▶ Providing individual personal care support to people to facilitate their independent participation in recreation and leisure activities of their choosing

Community leisure officer

- ▶ Developing and implement programs tailored to the specific needs of a community or group of participants
- ▶ Promoting capacity building within various segments of a community
- ▶ Interacting with other service providers and departments within the local community

Facilities manager

- ▶ Providing a management role within a specific facility
- ▶ Supervising recreation workers and other staff including fitness and training specialists

Camp managers

- ▶ Providing supervision to recreation and general staff members
- ▶ Supervising program development
- ▶ Maintaining and overseeing facilities and equipment
- ▶ Ensuring compliance to safety legislation and requirements, accreditation and standards
- ▶ Supervising program staff
- ▶ Liaising with other professionals such as teachers, support workers, program managers and supervisors

Here are some further examples of the four main types of sustainability mentioned.

Environmental

An example of environmental sustainability is using less paper for printing. Reuse and recycle paper wherever possible. This may reduce tree logging, which may in turn reduce the amount of greenhouse gases in our atmosphere.

Economic

An example of economic sustainability is the efficient use and acquisition of resources, such as securing ongoing and recurring funding. Follow workplace policies and procedures and use equipment and resources appropriately according to the manufacturer's guidelines.

Social

An example of social sustainability is ensuring all people have equal access to participation in the service and diversity is supported. For most workers this involves communicating clearly with people, establishing a trusting, collaborative and professional relationship and incorporating cultural and linguistic diversity requirements.

Workforce

Examples of workforce sustainability include accessing education and training, accessing external expertise and advice, and reporting WHS concerns or issues. For most workers this involves understanding what is expected of you and following workplace policies and procedures.

Example

Discover leisure activities later in life

David is 81 years old and has recently moved into an aged care facility. Before moving to the aged care facility, David never had time for a hobbies or leisure activities, and any spare time was taken up with work, family and household obligations. He has always enjoyed socialising, but has never had exposure to group recreational activities.

The leisure officers at the aged care facility feel David might benefit from involvement in some of the recreational activities on offer so he can mix socially with the other residents. David is reluctant, but the officers are encouraging him to come and watch to begin with; hopefully he will decide to participate in the near future.



Consumer-directed care

Consumer-directed care enables individuals (and their primary carer) to make decisions about their own care. The person is the main focus and this ensures that decisions and actions are relevant and appropriate to a person's needs, abilities and interests. In this approach, the service recipient is the centre of service planning and implementation, and they are involved in goal-setting, planning, considering and discussing their needs and making choices about activities.

In the past, these decisions have been made by service providers. Service providers and organisations have moved from a service-driven to a consumer-driven approach. This means that the person needs to be the primary decision-maker about their specific services and care.



This consumer-directed approach is also reflected in the service standards and regulations that guide the various segments of the leisure and health sector. Through this approach, many people are able to cease being simply service users, and instead become service directors as they take charge of their own activities and future directions.

Value empowerment

Empowering the person means taking active and purposeful steps to make sure they are able to take charge of their own care and support as much as they are able to.

Choosing to empower the person may be challenging at times, and it can be more time-consuming than other approaches. However, from a legal and ethical perspective, it is important to always empower the person in your day-to-day work activities as this better reflects the values and philosophies of the leisure and health sector.

Practical ways to empower the person include:

- ▶ writing individual plans describing where an individual wishes to direct their own care and support
- ▶ offering choices and encouraging people to be proactive in choosing activities they would like to participate in
- ▶ respecting the right of people to participate or opt out of activities
- ▶ providing avenues for making complaints and suggestions that are user-friendly and accessible to all people
- ▶ using open rather than closed questions where appropriate to encourage people to express their opinions and wishes.

Empowerment to encourage participation

As a professional in the leisure and health sector, you will be working with an approach that values empowerment. Empowerment refers to a person feeling in-control of their own life. The focus should be to provide information, resources and support to assist people to build capacity, gain confidence and take control of their lives. By taking these steps you will always be working to uphold people's rights through an empowerment approach.

Disempowerment refers to when a person feels demoralised; it represents the ultimate decline of their human rights. You should never perform your work role in a way that disempowers people. Some workers who work in such a way feel a personal lack of power, and the only way the worker can feel good about themselves is by taking power from others. Other workers inadvertently disempower support recipients due to ignorance. For example, a worker might believe they are doing the best they can for an individual by doing everything for them; in fact, this approach is just as disempowering because it leads to further dependencies, a lack of control for the person being supported and results in their rights not being upheld.

Here are some tips to help workers develop a practice that focuses on empowerment and encourages participation.

Reflect on your practice

Ask yourself, 'Did I provide the best possible services for this specific individual?' If you answered 'no', you need to ask yourself why. Check your approach to your work.

Empathise

Think about how you would want to be treated if you were in a role reversal with the person you support. Would you want people providing support in ways that stripped you of your dignity and personal control over your own life? If you answer 'no' then think about how you can perfect your practice.

Find a mentor

Talk to your supervisor and ask them to mentor you to build the skills to work from an empowerment-focused model. Arrange a time to meet regularly with your supervisor to discuss how you handled situations. Be honest, especially with yourself.

Ways to encourage participation

Establishing an environment that encourages participation in the planning of leisure and recreation programs is more likely to occur if person-centred practices are employed, along with the principles of empowerment, access and equity.

Individuals should be involved in service planning and support from the beginning of and throughout their involvement with the service. This ensures services are relevant to their needs and any issues or concerns can be dealt with quickly and easily.

The strategies for involving people in planning and service provision will vary according to the person's needs, abilities, age, willingness to be involved and other commitments they may have.

The information below outlines examples of effective strategies in ensuring that people have the opportunity to participate in service planning and support.

Capacity building within communities

Capacity building is an important concept that facilitates the involvement of people in service planning and support. Capacity building refers to building individual skills, strengthening workforces and organisations, and strengthening organisations to facilitate change. Other terms for capacity building include workforce development and community development. Capacity building occurs at individual, organisational, community-wide and systemic levels.

Each layer of capacity building flows into the next. Capacities to make change, empower and advocate for individuals and strengthen skills and abilities, are gradually increasing over time and in ever-widening circles. The central hub of the capacity building circle is the individual.

Through capacity building, individuals using leisure and recreation services are empowered to contribute to service planning and support mechanisms, and to be involved at all levels of the service's operations. This ensures a person-centred approach is used at all times, and that individuals and representative groups of people become empowered and feel confident to make decisions, direct care and make choices.

Example

Access to community resources

A local council recreation planner, Sophie, has been working with individuals from Somalia who have recently migrated to Australia. Sophie sees her role as facilitating and guiding the establishment of a group that will ultimately be self-run and direct its own affairs. Individuals within the local community who have migrated from Somalia are invited through other group members to join. The purpose of the group is to provide support and encouragement in the transition into Australian life and culture. Activities organised by the group to date have included regular meetings, community visits to various venues (such as the library, council buildings, health centre and sporting facilities), sharing educational and employment information with the group through an interpreter and translated written material, and visiting speakers from local service providers.



Key stakeholders

The following are some details regarding the key stakeholders in a program or service.

Carers

Carers provide ongoing care and support for a person with or without financial payment or other reward. They may be referred to as a paid carer, or they may be a family member or other person providing care in the home.

Community groups

Community organisations include groups that represent the views or interests of a particular sector and are likely to be varied. Examples include Aboriginal Health Councils, Conservation Volunteers Australia, Landcare and Coeliac Australia.

Consumers/Individuals

Consumers are the people who use a particular service or program.

Families and caregivers

Families and caregivers provide ongoing care and support for a person, generally without financial or other reward.

Friends and peers

Friends, peers and target groups are associated with a service user in a variety of roles, including providing incidental support and monitoring or as potential service users who may use a health or leisure service in the future.

Service providers

Government representatives and service providers can be individual people representing a government department that provides funding for programs, or direct service providers who provide services at the local, state/territory or national level. Examples include the Stephanie Alexander Kitchen Garden Program and the Active After-School Communities program.

Leisure services

Leisure and health services are funded in a variety of ways to provide leisure and health care to members of the community, such as a Community Health Centre in a local government area, or a supported accommodation and care service provided by an organisation for people experiencing an acute mental illness episode.

Local community

Members of the local community are often affected by the existence of a leisure and health service either directly as service users, or indirectly by the impact of the service on the local area and facilities.

Co-workers

Co-workers may be in more senior roles than your own and can provide mentoring, support and supervision, or they may be in similar roles to you where you need to collaborate on various projects and work processes.

Methods for collecting information

You may not be able to meet in person, so communication may occur via phone, internet or email. Online forms or surveys can be useful for obtaining consistent information, but this may limit you to only collecting information from people with access to computers. It is important that the information you collect represents everyone in the group, whether they are individuals, family members, government agencies or other service providers.

Communication is enhanced by using a combination of open and closed questions to obtain information and provide encouragement to people to begin talking about their experiences and ideas. A few simple prompts may help a conversation to flow easily, and help ensure the other person feels relaxed and comfortable. Provide people with assurance that they are not obliged to share details or feedback with you and that information will only be used to improve the services they receive.

The method you use to collect information will depend on a number of factors, which may include those listed below.

Characteristics of your service or program users

- ▶ Consider the characteristics of your service or program users so you collect information in a way that suits their needs. For example, you may need to have written information translated into another language, or simplify text so it can be read easily by someone with low literacy skills. If you are using an online form, you need to make sure it is accessible for a person using screen-reading software or who requires a large font size.

Specific requirements for collecting information

- ▶ Consider the specific requirements for your information collection. For example, you may have been asked to collect information to answer specific questions. You need to carefully plan your information collection process to ensure you find the answers you require. You may have been asked by a funding body to collect data on the people who use a program or service. In this case you may need to ensure you collect the data in a way that does not identify individual people but still obtains the key details.

Meeting legislative and specific industry standards

- ▶ Ensure information you collect is obtained in a way that meets legislative and specific industry standards, particularly those in areas such as privacy and confidentiality. You may need to tell people about where and how their information will be stored, what it will be used for, how long it will be held and who will have access to it. You may also need to inform people that they do not have to share their information if they do not want to.

Communication and interpersonal skills

- ▶ You need to use your communication and interpersonal skills to obtain information. Vary your approach depending on who you are communicating with, as different people have different communication requirements. For example, you may need to use assistive technology to communicate with an individual who is non-verbal, or you may need to communicate via an interpreter for an individual who does not speak the same language as you. You may need to provide prompts or reminders to help a person stay focused on the conversation, or build in appropriate rest breaks if required. Sometimes a person may need to provide information across a number of sessions.

1F Identify personal values and attitudes regarding leisure, recreation and play and take into account when planning and implementing activities

By identifying your own personal values and attitudes you are best placed to understand those of others. As a worker in leisure and health services you will meet and provide services to a wide range of people from a variety of cultural, religious, socioeconomic backgrounds. It is vital for the ongoing success of any program, and for participation of people in programs, that you consider the issues individuals may face. The particular needs and interests of people must be obtained and considered during the planning and implementation stages.



Identify personal values and attitudes

Throughout the process of planning, implementing and delivering services to people, it is important to remember that everyone is an individual with the right to their own thoughts and beliefs. There is a great deal of difference between the values and attitudes of people in this sector as there is in the community at large. As a worker, it is important to identify personal values and attitudes regarding leisure, recreation and play and take them into account when doing your job. This means that you must perform your role without judging people and you should always have a positive and helpful attitude.

There may be a number of issues that people face when participating in leisure and recreation programs. It is important to take these into account when planning and implementing programs for particular groups. These include incorporating an individual's life experiences and considering factors that may influence their participation or decision to exit a program.

Here are some examples of current issues or factors to consider addressing a person's needs and rights.

Work with people from diverse backgrounds

It is likely that you will work with people from diverse backgrounds. People may have come to Australia as migrants or refugees, some may have arrived in Australia recently and other's families may have lived here for generations. In some parts of Australia, cultural groups live together. In cities, for example, there is often a high density of people from a particular cultural background living in one location alongside other people from cultures. As a result, people from many different cultural backgrounds come together for recreation and leisure activities.



Cultural backgrounds may partly define a person, but everyone is also defined by their individual characteristics. It is important to design a leisure and health plan that reflects a multicultural perspective as well as addressing other individual needs, abilities and interests.

Diversity of individuals

It is important to remember that people from diverse cultural backgrounds may have different attitudes, values, customs, beliefs or language. A person's attitude is influenced by the conscious or unconscious evaluation of an object, situation or person. This will result in attitudes being positive or negative. Keep in mind that attitudes can be shaped by cultural backgrounds.

Values are the relative importance a person gives to an object, person, idea or event. A person may have ethical values, customary values, moral values and personal values. Like attitudes, values have inherent cultural influences. For example, a person's value of money may change depending on their cultural background, and in some cultures, marriage has a different value than it does in Anglo-Australian culture.

Customs refer to the habits, practices, conventions and rituals of a person which are influenced by culture. Customs may be what a person wears, how a person eats, how many wives a person has, how many children a person has, whether the children look after their parents in old age, as well as a person's religion and beliefs. Always respect and seek to understand what the significance of a custom is to the person. If a person practises a particular custom, you must respect their practice.

Beliefs are a person's opinions and truths and may relate to religious beliefs, general world views, political views and perspectives on identity. Like customs, attitudes and values, beliefs should be respected as they are important to an individual and their self-identity.

Indigenous Australian cultures

As noted elsewhere, in every population, there is a wide range of backgrounds, personalities, values and beliefs represented. The same is true in the Aboriginal and Torres Strait Islander populations. For example, in the greater Sydney area alone there are 34 Aboriginal Australian groups. Within these groups, there are four languages and a variety of cultural customs.

Whilst every community will have common ground and similarities, they will also have different issues and attitudes within them. No single Indigenous Australian person or group is the knowledge holder for the whole community. Hence, it is important to always recognise and acknowledge diversity and individual needs and approaches.

When working with Aboriginal and/or Torres Strait Islander people here are some important cultural factors you may find helpful.

Kinship

In traditional Indigenous Australian society, interpersonal relationships and behaviour codes are governed by a complex kinship – or skin – system. Kinship is based on an expanded idea of family. Under kinship rules, everyone in a language group knows exactly where they stand in relation to everyone else in that group and to people outside it.

Kinship system avoidance rules illustrate the complexity of relationships. For example, when strictly applied, a man and his mother-in-law are not allowed to communicate with each other.

Skin system

The skin system – the law governing social interaction and marriage – is an essential part of traditional Indigenous Australian cultures. In skin systems, even people who are not actual blood relations are assigned a relationship. As a result, outsiders who have significant interaction with such groups may be given a 'skin name'. For example, non-Aboriginal people who work in a remote Aboriginal community are given skin names in order to belong to the community.

Language groups

Indigenous Australian language groups are similar to skin groups. Indigenous Australian groups are made up of people sharing the same language, customs and general laws. The people of a group share a common bond in their own language group. Knowing that there are different language groups similar to skin groups can help you avoid uncomfortable or embarrassing situations.

Elders

Some senior male members of a traditional language group may become tribal Elders. They are the link between past and present. Elders are initiated individuals who become ritual leaders because of their personal qualities and their knowledge of traditional law. Elders make decisions on behalf of the group and provide leadership in matters affecting the group. In traditional Indigenous Australian society, the wisdom of the Elders is rarely challenged.

Elders can also include grandmothers, who play a main role in the upbringing of children. Children also look up to their grandmothers as a source of love and security.

'Uncle' and 'aunty' are used as terms of respect for older people in the community, even when they are not blood relations.

Summary

1. There is link between wellbeing and the role of recreation, leisure and play, and people of all ages can benefit from participation. Such benefits are holistic and influence the psychological, social and physical aspects of the body.
2. The changes in the leisure sector over time reflect the wider acceptance and empowerment of particular groups, like those with disability. Political, economic, social and cultural changes within Australia have influenced leisure and recreation.
3. Employees in the leisure and health sector can be employed under several different titles, in various workplaces across Australia.
4. The sector has a framework of models and values that workers use to guide their work and underpins decisions made in their interactions with people such as a holistic and consumer directed care.
5. The rights of people should be incorporated into program planning and implementation of services, and access and equity principles allow for participation for everyone. It is important to understand the current issues of funding and employment that exists in the sector.
6. Incorporating the views of key stakeholders means that programs are more likely to meet the needs and interests of people and encourage participation.
7. Developing respect and understanding of the various cultural groups will ensure participation and access for all.
8. Effective communication strongly relates to language and refers to your understanding of a person's beliefs, customs, values and attitudes.

2A Read relevant organisation policies and discuss with colleagues and team

Organisational policies and procedures are based on the legal requirements to be fulfilled by an organisation. They are the underpinning framework that guides and directs the way things are done in an organisation. Organisational policies are usually developed in consultation with different stakeholders and people using and working in the organisation.

Policies determine the way in which daily activities within an organisation are delivered. It is important to have a working knowledge of the organisation's policies as they provide a description of the rules of operations. It may take some time to fully understand the organisation's policies, but every employee must read them and aim for a working knowledge each one. The best way to get a working understanding is to ask questions and discuss with other team members, particularly those with experience in relation to a particular policy.



Clarify policies with the team

Policies should be explained to you when you first begin in a new workplace. Your supervisor should provide information about each policy as a part of your induction. They should also offer you the opportunity to discuss and ask questions of them, colleagues and of other team members for clarification of organisational policies. Continuously confirm your understanding of policies after beginning a new job until you feel confident in your knowledge of the operations. This confirmation will continue as new skills, knowledge and experiences in the job present themselves and policies need to be applied in practice. It is also valuable to participate in meetings where issues related to policies are discussed. Being an active participant, listening carefully and sharing your own views and knowledge are all useful ways of increasing your understanding in these areas.

It is important to understand the structure of an organisation so you know who to ask for clarification about particular organisational policies. This is an effective way to make sure you operate within your job role and encourages communication between the different functional areas of an organisation. For example, the IT person will understand the application of uses of the internet at work and is a valuable resource for others. Organisational structure will vary according to the size of the organisation and the type of services offered.

Risk assessment for a leisure activity



Identifying hazards

A hazard is anything that can cause harm. Hazards may relate to the physical environment, the equipment being used or the management and design of the task. Some hazards are obvious (for example, loose carpet), however other hazards may be harder to identify and may have an effect over a long period of time for example stress caused by violence or bullying.

Here is an example of a review of a suitable location for an event: inspect the environment, ensure that the location is well ventilated, well lit and easy to access. Note whether there are any obstructions. Ensure that the tools and equipment being used are suitable for the task, appropriate for the individual and their needs and have been well-maintained.



Determining who might be harmed and how

In the planning phase, brainstorm and discuss possible risk scenarios. Ensure that the staff involved in the outing are familiar with all aspects of the outing. Create a list of specific risks that will apply to your outing, for example:

- ▶ The transport time is two hours.
- ▶ The accommodation is four people to a room.
- ▶ The activity is outdoors.
- ▶ One individual has a severe food allergy.



Evaluating and controlling risk

Depending on the needs of the group or person, there will be specific concerns and risks that need to be addressed. For instance, if you are taking a group of people with dementia on an overnight outing, you need to ensure there is adequate staff for the activity and overnight supervision, that the location of the activity and accommodation is secure and that there is a communication strategy in place in case of an emergency.



Recording findings

You need to consider how likely it is that the risks you have identified will occur, and what the effects may be if the risk occurs.

If the risk is considered a low risk, it is possible that it is an acceptable one to take. Always consult with your supervisor if unsure. Further consultation may include considering relevant organisation policies and procedures; for example, checking the minimum number of staff who should be present to supervise the person during the excursion.



Reviewing your assessment

Always review and reflect on the process and add additional information as required. Further improvements and changes are possible at every stage.

Universities

Course areas include:

- ▶ education
- ▶ art and design
- ▶ business management
- ▶ health
- ▶ science
- ▶ disability and aged care
- ▶ mental health and counselling
- ▶ social work.

Study type:

- ▶ Diploma
- ▶ Bachelor's degree
- ▶ Postgraduate diploma
- ▶ Master's degree
- ▶ PhD
- ▶ Flexible learning

Private training providers

Course areas include:

- ▶ fitness
- ▶ personal training
- ▶ recreation services
- ▶ art and craft
- ▶ languages
- ▶ personal and employment skills.

Study type:

- ▶ Certificate of completion
- ▶ Formal certificate
- ▶ Flexible learning

Other providers (short course centre, community centre, etc.)

Course areas include:

- ▶ art and craft
- ▶ languages
- ▶ personal and employment skills
- ▶ writing
- ▶ technology/computing/web design.

Study type:

- ▶ Certificate of completion