

# Curriculum activity risk assessment

## Throwing Events - Discus

clever • skilled • creative

### Activity scope

This document relates to student participation in throwing the Discus as a curriculum activity.

### Risk level

The actual risk level will vary according to the specific circumstances of the activity and these **must** be considered when assessing the inherent risk level and planning the activity. As a starting point, ask the following questions:

- Which students will be involved?
- Where will the students be?
- What will the students be doing?
- Who will be leading the activity?
- What will the students be using?



Inherent risk level		Action required / approval
<input type="checkbox"/>	High	Likely chance of a serious incident and injury requiring medical treatment. <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> A <i>Curriculum Activity Risk Assessment</i> must be completed.</li> <li><input checked="" type="checkbox"/> Principal or delegated Deputy Principal or Head of Program (HOD, HOSES, HOC) to review and approve risk assessment.</li> <li><input checked="" type="checkbox"/> Obtaining parental permission is recommended.</li> <li><input checked="" type="checkbox"/> Once approved, activity details are to be entered into the <i>School Curriculum Activity Register</i>.</li> </ul>

Teachers/leaders:

Activity description:

Start date:

Finish date:

No of students (approx.):

Class groups:

Supervision ratio (approx.):

Listed below are the minimum recommendations for this type of activity. For any items checked 'No', provide further information regarding the additional or alternate controls to be implemented for the safe conduct of the activity.

### Minimum supervision

Adequate adult supervision is to be provided. In determining what is adequate, consider the number of students, their individual needs, and the nature of the activity. If an adult other than a registered teacher is engaged for instruction, a teacher should be present to take overall responsibility. [Blue Card](#) requirements **must** be adhered to.

Registered teacher with minimum qualifications as outlined below

**OR**

An adult with minimum qualifications as outlined below, in the presence of a registered teacher.

Further information:

### Minimum qualifications

*The qualifications listed in this section are minimums for each type of situation. Leaders are encouraged to seek training to raise their qualification level above the minimum listed.*

Current first aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ready access to first aid facilities, including qualified personnel.

[Blue Card](#) requirements met

High — Likely chance of a serious incident and injury requiring medical treatment.

#### **For a registered teacher with qualifications in Physical Education (PE):**

Get Active Queensland Athletics Coaching — Part A qualification

**OR**

Level One accreditation from the [Australian Track and Field Coaches Association](#)

**OR**

Competence (demonstrated ability/experience to undertake the activity) in the teaching of discus

A teacher could demonstrate their competency to conduct an activity to the person approving the Curriculum Activity Risk Assessment through their:

knowledge of the activity and the associated hazards and risks

experience (i.e. previous involvement) in undertaking the activity

demonstrated ability and/or expertise to undertake the activity

possession of qualifications related to the activity

## Minimum qualifications

The qualifications listed in this section are minimums for each type of situation. Leaders are encouraged to seek training to raise their qualification level above the minimum listed.

### For a leader other than a registered teacher:

- Get Active Queensland Athletics Coaching – Part A qualification  
**OR**  
 Level One accreditation from the [Australian Track and Field Coaches Association](#)

Further information:

Minimum equipment/facilities <i>If 'No' is ticked, provide further information.</i>	Yes	No
First aid kit suitable for activity.	<input type="checkbox"/>	<input type="checkbox"/>
Communication system: <input type="checkbox"/> phone-line at location <input type="checkbox"/> mobile phone <input type="checkbox"/> walkie talkies/UHF radio <input type="checkbox"/> student/adult messenger		
Sun safety equipment (hat, sunscreen, shirt etc)	<input type="checkbox"/>	<input type="checkbox"/>
Drinking water (students should not share drinking containers)	<input type="checkbox"/>	<input type="checkbox"/>
Throwing and landing areas that conform to <a href="#">International Amateur Athletic Federation</a> specifications	<input type="checkbox"/>	<input type="checkbox"/>
Highly visible markers to identify approach, throwing and landing areas	<input type="checkbox"/>	<input type="checkbox"/>
Protective cages or improvised barriers (e.g. fence, hockey nets) when students are using the turn in discus	<input type="checkbox"/>	<input type="checkbox"/>
Further information:		

Governing bodies/associations <i>If 'No' is ticked, provide further information.</i>	Yes	No
Guidelines/codes of practice are established for this activity. See <a href="#">International Amateur Athletic Federation</a> , <a href="#">Australian Track and Field Coaches Association</a> , Get Active Queensland Athletics Coaching – Part A qualification	<input type="checkbox"/>	<input type="checkbox"/>
Further information:		

## Hazards and suggested control measures

All persons engaging in this activity should:

- identify the hazards, including any additional hazards not mentioned here
- assess their significance
- manage the potential risks.

Listed below are indicative hazards/risks and suggested control measures. They are by no means exhaustive lists. After checking these, add details of any other identified hazards/risks and additional controls you intend to implement.

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
<b>Environmental conditions</b> <ul style="list-style-type: none"> <li>• Weather</li> <li>• Temperature</li> <li>• Surfaces</li> </ul>	<ul style="list-style-type: none"> <li>• Assess weather conditions before and during activity (e.g. temperature, storms).</li> <li>• Assess suitability of activity area (e.g. level, debris, pot holes/ divots in ground, line markers) before and during activity.</li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	
<b>Fast moving, heavy objects</b> <ul style="list-style-type: none"> <li>• Throwing implements</li> </ul>	<ul style="list-style-type: none"> <li>• Instruct students about safety rules before equipment is issued.</li> <li>• Supervise the approach/launch area and throwing sector at all times.</li> <li>• Instruct students to check that there is nobody in the sector before they commence preparation for the throw.</li> <li>• Establish a system of commands to signal when students are to retrieve implements.</li> <li>• Ensure that there is no 'pair' or return throwing.</li> <li>• Dry implements before each throw if conditions cause dampness.</li> <li>• Check equipment for damage before and during use.</li> <li>• Ensure that throwers are at least five metres apart for group instruction.</li> <li>• Ensure that left-handed throwers are placed on the left side of the group for group instruction.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
	<ul style="list-style-type: none"> <li>• Note that the turn should be practised with modified equipment or without a discus for group instruction.</li> <li>• Ensure that where the discus is to be thrown using the turn, only one individual throws at a time.</li> <li>• Ensure that where throwing takes place, other students are behind protective cages/barriers, well clear of the wire.</li> <li>• Where no protective cage/barrier is available, ensure that other students are at least 20 metres behind and to the non-throwing side.</li> <li>• Provide protective cages or improvised barriers (e.g. fence, hockey nets) when students are using the turn.</li> <li>• Ensure that discus with cracked or worn rims or loose rims or loose centre screws are withdrawn from use.</li> <li>• Ensure that discus of appropriate weight/age requirements are used, as per Queensland Little Athletics Association rules: <a href="http://www qlaa.asn.au/">http://www qlaa.asn.au/</a></li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	
<b>Physical exertion</b> <ul style="list-style-type: none"> <li>• Strains and sprains</li> <li>• Cramps</li> <li>• Exhaustion and fatigue</li> </ul>	<ul style="list-style-type: none"> <li>• Have appropriate warm-up and warm-down activities.</li> <li>• Follow progressive and sequential skills development.</li> <li>• Continuously monitor students for signs of fatigue and exhaustion.</li> <li>• Have ice packs available.</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>Students</b> <ul style="list-style-type: none"> <li>• Special needs</li> <li>• High risk behaviours</li> <li>• Medical conditions</li> <li>• Student numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Obtain parental permission, including relevant medical information.</li> <li>• When students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are readily available (insulin, Ventolin, Epipen, etc.)</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
	<ul style="list-style-type: none"> <li>Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents.</li> <li>Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers.</li> <li>Ensure there is adequate adult supervision.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	

### Additional control measures

*These would relate to the specific student needs, location and conditions in which you are conducting your activity.*

Hazards/Risks	Control Measures

**Submitted by:**

**Date:**

List the names of those who were involved in the preparation of this risk assessment.

### Approval

Approved as submitted:

<input type="checkbox"/>	Approved with the following condition(s):	
<input type="checkbox"/>	Not approved for the following reason(s):	
By:		Designation:
Signed:		Date:
Once approved, activity details should be entered into the <i>School Curriculum Activity Register</i> by administrative staff.		Reference no.

<b>Monitor and review</b> <i>To be completed during and/or after the activity and/or at the completion of the series of activities.</i>	Yes	No
Are the control measures still effective?	<input type="checkbox"/>	<input type="checkbox"/>
Have there been any changes?	<input type="checkbox"/>	<input type="checkbox"/>
Are further actions required?	<input type="checkbox"/>	<input type="checkbox"/>
Details:		

## Important links

- SCM-PR-002: School Excursions  
<http://education.qld.gov.au/strategic/eppr/schools/scmpr002/>
- HLS-PR-003: First Aid  
<http://education.qld.gov.au/strategic/eppr/health/hlspr003/>
- HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions  
<http://education.qld.gov.au/strategic/eppr/health/hlspr004/>
- Infection Control Guideline:  
[http://education.qld.gov.au/health/pdfs/healthsafety/infection\\_control\\_guideline.pdf](http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.pdf)
- HLS-PR-005: Health and Safety Incident Reporting and Notification  
<http://education.qld.gov.au/strategic/eppr/health/hlspr005/>
- HLS-PR-013: Developing a Sun Safety Strategy  
<http://education.qld.gov.au/strategic/eppr/health/hlspr013/>
- HRM-PR-010: Working with Children Check – Blue Cards  
<http://education.qld.gov.au/strategic/eppr/hr/hrmpr010/>
- HLS-PR-006: Managing Occupational Risks with Chemicals  
<http://education.qld.gov.au/strategic/eppr/health/hlspr006/hs16.pdf>
- Get Active Queensland Accreditation Program  
<http://www.sportrec.qld.gov.au/CommunityPrograms/Schoolcommunity/GetActiveQueenslandAccreditationProgram/Courseinformation.aspx>
- International Amateur Athletic Federation  
<http://www.iaaf.org/aboutiaaf/publications/regulations/index.html>

### Further information

For further information on incorporating risk management strategies into curriculum activity planning refer to [HLS-PR-012 Managing Risks in Curriculum Activities](#) and the associated list of [Curriculum Activity Risk Assessment Guidelines](#).

For further support with risk management training and advice, contact trained staff in schools such as Workplace Health and Safety Officers (WHSOs) and Workplace Health and Safety Representatives (WHSRs), and regional staff such as Senior Health and Safety Consultants.

**Reset**

**Print**

**Uncontrolled copy.** Refer to *HLS-PR-012: Curriculum Activity Risk Management* at <http://education.qld.gov.au/strategic/eppr/health/hlspr012/> for master.