PORT WAIKATO

SCHOOL CAMP

Site Specific

Code Of Practice

ALL INTENDING USERS
of the
LOW ROPES CHALLENGE COURSE
MUST FIRST
READ and ACKNOWLEDGE
this
SITE SPECIFIC CODE OF PRACTICE

Chapter 1

Introduction

About this Chapter

This chapter provides a brief introduction to the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course and outlines the scope and limitations of this Code of Practice.

1.1 Introducing the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course

The PORT WAIKATO SCHOOL CAMP Challenge Ropes Course is located within the boundaries of 67 WAIKARETU ROAD, PORT WAIKATO.

The PORT WAIKATO SCHOOL CAMP Challenge Ropes Course consists of twelve low elements. It provides a challenging and unique educational medium.

PORT WAIKATO SCHOOL CAMP Challenge Ropes Course is installed to the standards of Project Adventure and the Association for Challenge Course Technology (United States). It is a 'state of the art' facility, offering a powerful context for individual and group development and accomplishment when combined with an appropriate philosophy towards learning.

1.2 Scope and Limitations of this Code of Practice

This Code of Practice establishes reasonable safety and health protection requirements for the management and operation of the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course. It is effective as of 21st April 2004.

The PORT WAIKATO SCHOOL CAMP Challenge Ropes Course Code of Practice has been prepared for all those involved in the administration, management and operation of the facility. It conveys both the general and specific policies and procedures for the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course that must be complied with.

The PORT WAIKATO SCHOOL CAMP Code of Practice is site specific. Although it provides a comprehensive guide to many aspects of the management and operation of Challenge Ropes Courses in general, this Code of Practice is not intended for use beyond its application to the PORT WAIKATO SCHOOL CAMP site.

Copies of this Code of Practice are held on site at:

D) the office
E) the dining room

1.3 Record of Amendments

AMENDMENT		AMENDED	
Number	**Date**	**Chapter/Section/Page**	**Signature**
1	24.07.06	Chapt. 5 5.12 p28.	

1.4 Definitions

The following definitions provide clarification of the terminology used in the Code of Practice.

ACCIDENT: an undesired event that results in injury to people, damage to property, or loss to process.

ACCT: the Association for Challenge Course Technology.

BELAY: a rope safety system for participants on the high Challenge Ropes Course.

CABLE: 9.5 mm 6 x 19 IWRC diaformed galvanised wire rope which is used for the installation of Challenge Ropes Course elements and for belay cables and backups.

CABLE GRIPS/WIRE ROPE GRIPS: drop forged galvanised wire rope grips which bind cable to cable.

CARABINER: aluminium or steel attachment device.

COMPETENT: person qualified by knowledge, training and experience to perform an assigned task.

FIGURE 8: a descending device used in emergency rescues on the Challenge Ropes Course.

INCIDENT: an undesired event which, under slightly different circumstances, could have resulted in an accident.

INJURY: harm or damage to a person.

JUST RIGHT DESCENDER: a belay device specific to the high element, the Pamper Pole. The Just Right Descender consists of a post through which the belay ropes are woven three times in an S configuration for friction.

LOBSTER CLAWS: an adjustable self belay system made from hawser laid rope. Attached to the harness by a carabiner through the thimble eye, the two lobster claws allow for constant attachment to anchors while aloft.

MUST: shall happen all the time.

NUT EYE BOLT (NEB): galvanised, drop forged bolts which are used to attach cable to trees or poles.

RAPID LINKS: Zinc plated, oval, steel connections with threaded gates.

RISK MANAGEMENT: a process of identifying and managing risks in order to prevent an accident, incident or loss.

RIX-A-TRIX: a belay device specific to high Challenge Ropes Course elements which do not require a traverse. The Rix-a-Trix consists of two vertical posts and either two or three horizontal posts through which the belay rope is woven in an S configuration for friction.

ROSA GOLD PULLEY: freewheel pulley which runs on the belay cable of traversing high elements.

SAFE WORKING LOAD: the maximum load to be carried.

SERVING SLEEVES: a small galvanised steel clamp attached to the end of cable to prevent fraying.

SHEAR REDUCTION BLOCK (SRB): a broad grooved sheath through which the belay rope runs to reduce shear and increase friction.

SHOULD: highly recommended to happen at all times. A sound rationale is required for deviations from the "should do ..." identified in this Code of Practice.

SHOULDER LAG EYE SCREW: galvanised, drop forged eye screws which act as secondary attachment points.

SPIN STATIC: a dual purpose shear reduction device and rope pulley. It can only be used in one mode at any time.

SPRING THING: a steel coil spring added to a belay device to increase dynamic in the system..

STAINLESS STEEL CABLE PULLEY (SSCP): a stainless steel pulley which runs directly on the cable on traversing elements on the high Challenge Ropes Course.

STAPLE: galvanised staples are used as access to climb up to foot cables on the high Challenge Ropes Course elements. Smaller staples are used to hold up the back up to the belay cable.

STICHT PLATE: a belay device used for belaying participants on high Challenge Ropes Course elements.

STRANDVICE: a spring loaded camming device used to connect cable to other fittings.

THIMBLES: galvanised steel inserts inside the spliced eye of a rope or cable to prevent excessive wear.

TURNBUCKLE: cable tensioning device consisting of a central collar into which two opposing threaded eyes or hooks are screwed.

Chapter 2

Legal Obligations

About this Chapter

Chapter 2 provides a brief overview of relevant legislation and its implications for the management and operations of the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course.

The key references for this chapter are:

1. Occupational Safety and Health Service. (1993). HSE Act Discussion Paper.New Zealand.
2. Accident Compensation Corporation. (1994). A Code of Practice for Flying Foxes in New Zealand. New Zealand.
3. Association for Challenge Course Technology. (1994). Challenge Course Installation Standards. Virginia, United States of America.
4. Ministry of Education. (2003). Safety and Education Outside the Classroom: A good practice guide for New Zealand schools.
5. Staff. (1995, April). The Jigsaw. Te Ara Ako Hou: Newsletter of the Sport, Fitness and Recreation Industry Training Organisation, p. 4.
6. The Hillary Commission for Sport, Fitness and Leisure (1996). Outdoor Pursuits: Guidelines for Educators (4th ed.) New Zealand.

Relevant Legislation

Leader/users of the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course, should be conversant with the following legislation:

2.1 The Crimes Act (1961), and the Children, Young Persons and Their Families Act (1989)

These two Acts of Parliament impose a duty on those with responsibility for others to provide the necessities for life, for example, food, clothing and medical treatment. Furthermore, those in charge of "dangerous things" must use "all reasonable care" to avoid danger to human life.

2.2 The Health and Safety in Employment Amendment Act (2002)

"The principle of the Health and Safety in Employment Amendment Act (2002) is to prevent harm to employees at work. To do this, it imposes duties on, and promotes excellent health and safety management by employers " (ACC., 1994, p. 6).

The legal responsibility of employers to provide for the health and safety of employees at work and for those effected by the employee's work has encouraged the development and approval of regulations, statements of preferred work practice and codes of practice.

Under the Health and Safety in Employment Amendment Act (2002) all employers must provide for:

a) a safe working environment

b) equipment that is designed and maintained for safety

c) the identification, elimination or minimisation of all hazards

d) emergency procedures in case of an accident

e) training that ensures employees are able to undertake their work safely

f) steps that ensure that employees do not harm themselves or OTHERS (emphasis added) (ACC., 1994, p. 6).

These legal obligations directly apply to outdoor centres, schools and training organisations employing staff to facilitate on the Challenge Ropes Course as part of their work, and to the owners of the Challenge Ropes Course and those in "possession of a place of work (or part)" (OSH., 1993, p. 5).

At all times "all practicable steps" must be taken to ensure that no action or inaction by the employee causes harm to themselves or others and that no hazard in the work place causes harm to those working or in the vicinity.

2.3 Accident Rehabilitation and Compensation Insurance Act (1992)

The Accident Rehabilitation and Compensation Insurance Act (1992) provides for personal injury as a result of an accident. For example, an individual injured while participating on a Challenge Ropes Course activity may make a claim for their treatment, rehabilitation and where appropriate, compensation, to the Accident Compensation Corporation.

Once the claim is accepted by the Accident Compensation Corporation, the employer cannot be sued for compensatory damages for the injury. If the claim is rejected there appears to be nothing in the Accident Rehabilitation and Compensation Insurance Act (1992) which prevents the employer being sued for compensatory damages in relation to/for the injury (Accident Compensation Corporation, 1994).

2.4 The Industry Training Act (1992)

The Industry Training Act (1992) "sets the standards that the Health and Safety in Employment Act (1992) will measure" (Ministry of Education, 1995, p. 7). Under this Act, Industry Training Organisations (ITOs) are created "which ensure that training is employer driven and which upskills workers and provides them with portable skills. Safety is addressed because the ITO sets the skill standards for the workers within the industry" (SFRITO staff, 1995, p. 5).

The Sport, Fitness and Recreation Industry Training Organisation (SFRITO) is the ITO for the outdoor sector and is charged with setting the skill standards for the workers within the outdoor recreation industry. During 1994,1995 and 1996 this responsibility has resulted in the establishment of minimum standards of instructor competency and comparable equivalencies for the outdoor recreation unit standards, and the design of outdoor qualifications for instructors.

It is worth noting that SFRITO holds minimum standards of instructor competency for each of the nine Adventure Based Learning unit standards on the Framework. Six of these unit standards involve leading others on low or high Challenge Ropes Course elements. These minimum instructor competencies therefore provide further clarification of acceptable professional standards on and around Challenge Ropes Courses. It is recommended that all those involved with the management and operation of the PORT WAIKATO SCHOOL CAMP Challenge Rope Course are familiar with these minimum instructor standards and the implications that they may have for the use of the facility.

2.5 Implications of Legislation

These four pieces of legislation clearly impose responsibilities on the owners, hirers and leader/users of the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course. This Code of

Practice assists all parties to meet their mandated obligations by clearly identifying appropriate procedures and standards for "good" practice.

A number of key points arising from the legislation are highlighted below:

2.5.1 The laws as they directly relate to the providers of outdoor education experiences are largely untested and it is speculatory to suggest how they may be interpreted in a civil law case. Despite the lack of clear precedents (and because of this same absence), it is important that "all practicable steps are taken to minimise, isolate or eliminate risks and hazards and to take such care as is reasonable and in keeping with sound professional practice" (Ministry of Education, 1995, p. 8).

2.5.2 The Health and Safety in Employment Amendment Act (2002), civil and criminal legislation and sound professional practice establish "general principles" for the duty of care owed adult participants in outdoor activities. "A particular responsibility exists for any activity that because of its nature, or the age, experience and ability of participants, could be hazardous" (The Hillary Commission for Sport, Fitness and Leisure, 1996).

Thus when adults who are not aligned with a particular educational institution or programme when participating on the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course, the owners and operators of the Challenge Ropes Course have full legal responsibility for those in their care.

In summary, all those associated with the management and operation of the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course have legal responsibilities to fulfil to ensure that participants in programmes using the facility have a safe and educational experience. The chapters which follow in this Code of Practice identify the policies and procedures deemed to be appropriate and contemporary professional practice for the Challenge Ropes Course setting. As such they should be implemented thoroughly.

Chapter **3**

Management Policies and Procedures for the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course

About this Chapter

Chapter 3 contains the policies and procedures that govern the management of the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course.

These policies and procedures are particularly relevant to those responsible for the administration and management of the Challenge Ropes Course. CRC Leader/users must be familiar with the use, Health and Safety requirements outlined for the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course.

The topics covered in this chapter are:

Authority

3.1 Authority: Policies

3.1.1 The Port Waikato School Camp Trust has overall authority and responsibility for the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course.

The Port Waikato School Camp Trust should:

1 implement all policies identified in this Code of Practice;

2 establish and maintain the appropriate systems and processes to enable the procedures outlined in this Code of Practice to be followed;

3 review at least annually these systems and processes for their effectiveness;

4 identify new policies or procedures required;

5 identify and establish the processes which enable the implementation of any new policies.

3.1.2 It is recommended that Port Waikato School Camp Trust provide Project Adventure New Zealand with a written record of all amendments made to the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course Code of Practice.

3.1.3 Control and ownership of this Code of Practice remains the sole domain of the Port Waikato School Camp Trust, so long as Port Waikato School Camp Trust remain owners of the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course. This Code of Practice must not be copied in any form other than for the specific use or management of the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course.

Inspection and Review

3.2 Auditing: Policies

3.2.1 A safety audit of the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course must be completed every twelve months. The owners or agents of the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course must appoint a competent person(s) /organisation to complete the safety audit and furnish a full written report.

3.2.2 The safety audit should include:

- tests for compliance of the owners and operators to the policies in the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course Code of Practice.
- tests for compliance to:
  1 Logs Policies and Procedures: 4.7 - 4.8.
  2 Emergency Procedures: Policies and Procedures 4.14 - 4.16.
  3 The stated inspection and maintenance programmes.
- physical inspection of the Challenge Ropes Course, to Association for Challenge Course Technology standard.
- identification of any policies and procedures which would improve the operating of the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course.

3.3 Code of Practice: Policies

3.3.1 The PORT WAIKATO SCHOOL CAMP Challenge Ropes Course Code of Practice should be reviewed annually.

3.3.2 A written report of the annual review of the Code of Practice should be appendixed to each existing copy of this Code of Practice.

3.3.3 All amendments to this Code of Practice must be authorised by Port Waikato School Camp Trust.

3.3.4 All amendments to the Code of Practice must be recorded on the Amendments page of the Code of Practice and communicated to all leader/users as appropriate.

Signage

3.4 Signage: Policies

3.4.1 The PORT WAIKATO SCHOOL CAMP Challenge Ropes Course must have appropriate signs that clearly state what is authorised use of the Challenge Ropes Course.

3.4.2 Any tampering or damage to signs should be reported immediately to the PORT WAIKATO SCHOOL CAMP of the Challenge Ropes Course.

3.4.3 The signs at the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course should be reviewed at least annually.

Chapter 4

General Operational Policies and Procedures for the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course

About this Chapter

Chapter 4 contains the policies and procedures, which relate to the general day to day operation of the Challenge Ropes Course. Procedures for individual low elements follow in Chapter 5.

Any leader/user using the Challenge Ropes Course must be familiar with and implement all policies and procedures that are relevant to the programme they are leading.

The topics covered in this chapter are:

Equipment

Logs

Risk Management

Emergency Preparedness

4.1 Equipment Standards: Policies

4.1.1 All equipment used on the Challenge Ropes Course should meet standards outlined by the Association for Challenge Course Technology in "Challenge Course Installation Standards" (1994) in conjunction with the recommendations of Project Adventure New Zealand (refer to the Appendices for a full description of the equipment used on the Challenge Ropes Course).

4.1.2 All equipment must be used in accordance with the manufacturer's recommendations.

4.2 Equipment Standards: Procedures

4.2.1 If equipment is found damaged or faulty, leader/users must:

a) immediately refrain from using the equipment;

b) record details of the damage or fault in the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course User's Log in the gear shed

4.3 Equipment Storage: Policies

4.3.1 To help maintain equipment in safe working condition, leader/users using the Challenge Ropes Course must store equipment in the appropriate manner in the gear shed on site.

4.4 Equipment Storage: Procedures

4.4.1 On completion of the programme all equipment used must be stored in the gear shed as indicated on the charts on the walls.

4.5 Equipment Inspection and Maintenance: Policies

4.5.1 All equipment intended for use on the Challenge Ropes Course must be checked by the leader/user prior to use.

4.5.2 A competent person(s)/organisation should be appointed to conduct an annual inspection of all equipment at the Challenge Ropes Course to current ACCT standards.

4.5.3 A record of the annual inspection of equipment must be kept in the Challenge Ropes Course Inspection and Maintenance Log.

4.5.4 A systematic maintenance programme for all equipment and poles must be completed at least annually.

4.5.5 A record of all maintenance must be kept in the Challenge Ropes Course Inspection and Maintenance Log.

4.5.6 The maintenance programme for equipment and poles must take into account:

1. the manufacturer's recommendations where known;
2. the recommendations from the annual inspection report
3. feedback on the state of equipment from leader/users conducting pre use inspections.

4.6 Equipment Inspection and Maintenance: Procedures

4.6.1 The leader/user prior to use must visually and manually check all equipment intended for use.

4.6.2 The annual external inspection of equipment should include visual and physical checks and where necessary, destruction testing of equipment.

4.7 Logs: Policies

4.7.1 The following three logs must be completed at the appropriate time and reviewed every three months:

1. The Challenge Ropes Course Users Log.
2. The Challenge Ropes Course Inspection and Maintenance Log.
3. The Challenge Ropes Course Accident and Incident Log.

4.8 Logs: Procedures

4.8.1 Challenge Ropes Course Inspection and Maintenance Log
The Challenge Ropes Course Inspection and Maintenance Log must record inspections (other than pre use inspections) and include:

1. dates of the inspection;
2. the name and address of the person/s or organisation carrying out the inspection;
3. a comprehensive report of the inspection and recommendations.
4. The Inspection and Maintenance Log must be kept in the gear shed.

4.8.2 The Challenge Ropes Course Inspection and Maintenance Log must record all maintenance carried out on the Challenge Ropes Course including:

1. dates of the maintenance;
2. the name of the person/s or organisations carrying out the maintenance;
3. a comprehensive description of the maintenance completed;
4. noting if the maintenance completed is a response to an inspector's recommendations.
5. The Inspection and Maintenance Log should be kept in the gear shed.

4.8.3 Challenge Ropes Course Accident and Incident Log
The leader/user must complete the Challenge Ropes Course Accident and Incident Log when any accident or incident has occurred during their programme. Refer to Appendix 6.1 for example of the Accident and Incident Report form.

4.8.4 The leader/user should advise Project Adventure New Zealand of any accidents or incidents that occur as soon as is appropriate.

4.8.5 Project Adventure New Zealand staff must review each accident and incident report and ensure that any recommendations that are made are implemented.

4.9 Supervision of Low Elements: Policies

4.9.1 Leader/users must follow the requirements for group size on any challenge ropes course element outlined in Chapter 5.

4.9.2 The number of participants one leader/user can supervise adequately will vary. Variables such as the maturity and age of the participants; the experience and skills of the leader/user; the conditions on the day; and the activities being completed should be considered when determining appropriate leader/user: student ratios (see Ministry of Education, 1995, pp. 25-26 for other considerations).

4.9.3 Policies on leader: student ratios of the group, e.g. the Board of Trustees of a school, should be considered by leader/users when planning programmes.

4.9.4 An adequate number of staff fulfilling a supervisory role must be present to ensure that the leader/user can focus on leading a safe, educational programme e.g. appropriate numbers of accompanying staff with school groups.

4.9.5 Congestion on and around the challenge ropes course should be avoided.

4.10 Clothing and Footwear Requirement for Participants: Policies

4.10.1 All participants on the challenge ropes course must wear appropriate clothing and footwear which allows for safe and unrestricted participation.

4.11 Clothing and Footwear Requirement for Participants: Procedures

4.11.1 Leader/users should ensure that participants are aware of the clothing and footwear requirements for the Challenge Ropes Course prior to arrival at the site. Closed footwear should be worn on the Challenge Ropes Course.

4.11.2 Leader/users should ensure that participants remove jewellery, belts and any other protruding items of clothing prior to participation in certain low challenge ropes course elements as noted in Chapter 5.

4.12 Risk Management: Policies

4.12.1 Leader/users must complete appropriate risk management planning for the proposed programme prior to implementation. A plan to "isolate, minimise or accommodate" (Ministry of Education, 1995, 30) the risks should be established as part of the risk management process. Tools such as the RAMS (Risk Analysis and Management System) in Appendix 6.2 are appropriate for doing this.

4.13 Risk Management: Procedures

4.13.1 The roles and responsibilities of the leader/user(s) and of any staff accompanying the group should be clearly established before the programme begins.

4.13.2 The current health status of participants must be established by the leader/user prior to any participation on the low challenge ropes course elements.

4.13.3 Participant's health information should be on site and accessible to leader/users for the duration of the programme (including travel to and from the site if appropriate).

4.13.4 The leader/user should have clear contingency plans to provide for group comfort and safety during adverse weather conditions.

4.13.5 The leader/user should establish clear postponement and cancellation plans with hiring groups prior to the programme beginning.

4.13.6 There must be at least one vehicle and driver on site when the Challenge Ropes Course is in use.

Emergency Preparedness
"The purpose of dealing with any emergency is the preservation of life and property and prevention of further injury or loss." (Ministry of Education, 1995, 38)

4.14 Emergency Procedures: Policies

4.14.1 All accidents and incidents requiring professional medical attention or rescue services should be reported to Project Adventure New Zealand (Ph: 04 380 1289 or 027 2500 225).

4.14.2 Written emergency procedures must be available to all leader/users at Challenge Ropes Course.

4.14.3 An annual review of emergency procedures should be completed as part of the CRC Safety Inspection.

4.14.4 Leader/users must be able to implement the established procedures for emergencies including: (a) a health related emergency e.g. a participant suddenly developing chest pain; (b) an environment related emergency e.g. lightning strike or an earthquake.

4.15 Emergency Procedures

4.15.1 Copies of emergency procedures are posted in the gear shed (Refer to Appendices 6.3 and 6.4). These procedures should be used appropriately to resolve the particular situation.

4.16 Emergency Management: Policies

4.16.1 Sufficient personnel practiced in emergency procedures must be on site at the Challenge Ropes Course or readily available within the locality of Port Waikato School Camp to deal with emergencies involving the Challenge Ropes Course.

4.17 First Aid Policies

4.17.1 A first aid kit supplied by the user must be on hand at the Challenge Ropes Course.

4.17.2 The user groups should have a current first aid and CPR competent person on site.

4.17.3 The written emergency procedures for health related emergencies should be followed as appropriate for the given situation.

4.17.4 A copy of telephone contacts for first aid assistance must be available to leader/users.

4.17.5 An accident and incident report must be completed following each accident and incident.

4.18 First Aid: Procedures

4.18.1 Users of the Challenge Ropes Course must supply their own primary first aid kit.

4.18.2 A fully equipped first aid kit should be kept on site during the use of the Challenge Ropes Course.

4.18.3 Emergency procedures for health related emergencies are posted in the gear shed. Refer to Appendix 6.3 for a copy of the procedures.

4.18.4 A copy of telephone contacts for first aid assistance is posted in the gear shed. Refer to Appendix 6.5.

4.18.5 An accident and incident report should be completed and Project Adventure New Zealand should be notified (ph: 04 380 1289 or 027 2500 225).

4.19 Emergency Communication: Policies

4.19.1 Written emergency communication contacts must be available to leader/users.

4.19.2 During or following any emergency, Project Adventure New Zealand has SOLE authority for communication with the media.

4.20 Emergency Communication: Procedures

4.20.1 A copy of the emergency communication contacts is posted in the gear shed. Refer to Appendix 6.5

Accident and Incident Reporting

"Reporting and investigating accidents (including near misses) is an effective method of helping prevent a recurrence, and to determine if risks have been correctly identified and adequately controlled." (Ministry of Education, 1995, 32).

4.21 Accident and Incident Reporting: Policies

4.21.1 The leader/user must complete an Accident and Incident Report following any accident or incident at the Challenge Ropes Course.

4.21.2 A full record of all accidents and incidents must be kept in the Accident and Incident Logbook on site.

4.21.3 The leader/user should contact Project Adventure New Zealand as part of the follow-up to the accident or incident. Project Adventure New Zealand has SOLE authority for media statements.

Chapter 5

Operational Policies and Procedures: Low Challenge Ropes Course Elements

About this Chapter

This chapter identifies the specific policies and procedures for the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course. Reasonable safety requirements are established to help ensure that participants' experiences are educational, safe and enjoyable.

The key references for this section: Webster S.E. (1989). Challenge Ropes Course Safety Manual. United States of America: Project Adventure Inc. and Merrett R. (1993). Challenge Ropes Course Safety Manual (rev ed). New Zealand: Project Adventure New Zealand.

5.1 Introducing Groups to the Low Challenge Ropes Course

Prior to the use of the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course, preliminary activities should be undertaken with the group. The nature of the activities used will depend on variables relating to:

(i) the participants, eg. their age, maturity and physical ability, their previous experience;

(ii) the goals of the programme, eg. is the focus personal achievement?, the development of support among group members? both?;

(iii) the structure of the programme, eg. the time available, the number of participants, the potential for follow up;

(iv) the environment, eg. weather conditions on the day;

(v) the leader/user(s), eg. previous experience, particular activity interests, skills;

(vi) within the Challenge Ropes Course elements, a general sequence exists of more achievable and challenging elements. Leader/users should pay attention to this sequence when planning experiences on the low Challenge Ropes Course.

5.2 Sequencing Lead in Activities

It is important that adequate consideration is given to sequencing lead in activities to:

(i) develop trust amongst participants;

(ii) develop a cooperative atmosphere where accepted norms are to adhere to the stated safety guidelines and to provide physical and emotional support to others;

(iii) enable both participants and leader/users to develop an understanding of relevant body movements, and capabilities prior to commencing the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course elements;

(iv) develop the necessary technical skills to safely participate on Challenge Ropes Course elements, eg. spotting;

(v) ensure that participants are introduced to appropriately challenging activities

Project Adventure texts present an ideal range of lead in activities to meet the aims stated above.

5.3 Challenge By Choice

A philosophy of "Challenge by Choice" must be used on the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course. Challenge by Choice offers participants the opportunity to try potentially difficult and/ or frightening challenges in a supportive atmosphere, with the option of choosing when to stop or pull back from their attempts. An individual's choices about the level of their participation must be respected.

5.3.1 Contracting

The leader/user should consider using a group contract or agreement as a way of engaging participants and themselves in monitoring their own and others' safety. The form such a contract takes will differ greatly from group to group, however the basic commitment to adhering to safety guidelines is a consistent feature.

5.4 Summary

It is recommended that a sequence of warm up activities, deinhibitisers and trust activities are experienced before Challenge Ropes Course elements are introduced.

A range of variables will influence what lead in activities are selected by the leader/user(s). Spotting techniques appropriate for the elements which are to be experienced must be taught before beginning the actual initiatives or Challenge Ropes Course elements.

The readiness of participants for Challenge Ropes Course elements should be established before their use.

A philosophy of Challenge by Choice prevails at all times.

5.5 Spotting

Spotting is the key safety system for initiative activities and low elements. The primary principle of spotting is to "protect the participant's head and upper body through physical support" (Webster in Merrett, 1993, p. 12) and thus help prevent falls from causing injury.

5.5.1 Key Principles:

Participants must be taught the spotting techniques appropriate to the element in a sequential manner. These foundation skills can then be modified or added to as the demands of specific elements require. Key principles which should be introduced to participants are:

(i) The differences between spotting, catching and assisting;

(ii) The contribution good spotting makes to the development and enhancement of trust among participants;

(iii) The specific roles of the participant and the spotter(s) in the activity being focused on;

(iv) The responsibility of the spotters to follow the movements of the participant involved in the activity, especially in the case of the traversing elements eg Hour Glass, Triangular Tension Traverse, Swinging Log

(v) The need for spotters to be able to move in and dampen any motion in a swinging activity eg when traversing the Swinging Log

(vi) The need for clear communication systems between the participant and spotters during all three phases of the activity (the beginning, the attempt(s) and the end);

5.5.2 Teaching Spotting

Leader/users teaching and managing spotting should:

(i) Use activities designed to reinforce proper technique

(ii) Develop a sequence for teaching the spotting of each element;

(iii) Supervise spotters carefully and emphasise correct technique at all times;

(iv) Rotate spotters so that everyone who is able to is given the opportunity to spot in a range of positions and with appropriately sized participants;

(v) Pay close attention to the number of spotters required for each activity and take into account variables such as fatigue, participant size or group dynamics which may result in more spotters than the stated required minimum being needed.

5.6 The Low Challenge Ropes Course Elements

Each available initiative and low element at the PORT WAIKATO SCHOOL CAMP Challenge Ropes Course is addressed separately in this section using the format:

(i) Name of the element

(ii) Description
- of the element
- necessary equipment, its setup and take-down

(iii) Factors relating to the use of the element

(iv) Leader/user's responsibilities

(v) Participant's responsibilities

(vi) Spotters' responsibilities

(vii) Variations for participation

The following low elements and initiatives are addressed in alphabetical order and numbered:

All Aboard

Hole in One

Hour Glass

Multivine

Spider's Web

Balancing Log (formerly "Swinging Log.")

Swinging Tyres

TP Shuffle

Triangular Tension Traverse

Trolleys

Wall

Wild Woosey

All Aboard

5.7 All Aboard

5.7.1 Description

The All Aboard is a problem solving initiative involving a platform. The challenge for the group is to see how many group members can balance on the platform without piling themselves on top of one another (ie. going two or more layers high), for a period of five seconds. Participants cannot touch the ground with any part of their body.

5.7.2 Using the All Aboard

The All Aboard can be used by groups of varying sizes. The platform(s) to be used are dependent on the group size, including both the number and physical size of participants, and on the other initiatives scheduled for use in the programme.

5.7.3 Leader/user's Responsibilities

The leader/user leading the All Aboard must:

(i) Conduct all pre activity checks: choose an appropriate platform and check for surrounding hazards; check the soundness of the platform including no protruding nails or splinters.

(ii) Present the activity to the group.

(iii) Review the activity guidelines;

- Participants must refrain from balancing on each others backs or shoulders ie. going two or more layers high;
- Participants should avoid pulling others off the platform when over balancing;
- Participants should take care when dismounting.

(iv) Spot and ensure spotting by participants is provided when necessary.

(v) Closely monitor all participation until the activity is completed.

(vi) Debrief as appropriate.

5.7.4 Participants Responsibilities

Participants in the All Aboard must:

(i) Only attempt solutions which provide adequate safety.

(ii) Assist all group members during the attempts at the task.

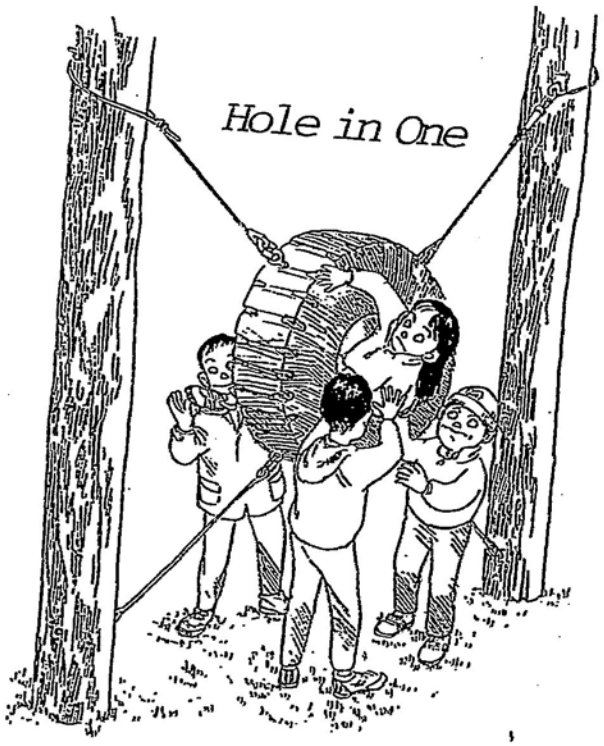
(iii) Undertake to avoid pulling others off when over balancing.

(iv) Undertake to provide spotting when appropriate.

(v) Provide appropriate support and encouragement.

5.7.5 Variations for Participation

(i) Have the group discuss and develop a strategy and then try it non-verbally.


Hole in One

5.8 Hole in One

5.8.1 Description

The Hole in One consists of a large truck tyre strung horizontally between poles and attached at four points. The challenge for the participants is to climb through the element to the other side with support and spotting from other participants.

5.8.2 Using the Hole in One

The Hole in One can be used by a maximum of one participant at any one time. The maximum number of spotters normally required is two per participant.

5.8.3 Leader/user's Responsibilities

The leader/user leading the Hole in One should:

(i) Complete all pre-activity checks: look for ground hazards, check the security of cable attachment points and guy anchors.

(ii) Present the activity to the group.

(iii) Review the spotting requirements for this element:

  (i) Demonstrate and practice appropriate stances and techniques and stay aligned with participants as they move through the tyre;

  (ii) Draw attention to the need to pay particular focus to spotting participant during ascent and dismount;

  (iii) Understand that spotters role is primarily to offer appropriate support and encouragement during the Hole in One due to difficulties encountered by height.

(iv) Closely monitor all participation until the activity is completed.

(v) Debrief as appropriate.

5.8.4 Participants Responsibilities

Participants on the Hole in One should:

(i) Commence activity only when spotting is in place.

(ii) Communicate with spotters as is appropriate for safety and attempting the established challenge.

(iii) Refrain from diving, bouncing or swinging while on the element.

(iv) Refrain from crossing feet on support cable attachments.

(v) Understand that the spotters role is primarily to offer appropriate support and encouragement during the Hole in One.

5.8.5 Spotters' Responsibilities

Spotters on the Hole in One must:

(i) Spot conscientiously using effective spotting technique, particularly for ascent and dismount. Be aware particularly of people doing reverse somersaults, feet first, into the tyre while holding on with hands.

(ii) Understand and be able to respond to the needs of the participant.

(iii) Offer appropriate support and encouragement during the crossing.

Hour Glass

5.9 Hour Glass

5.9.1 Description

The Hour Glass consists of two prussicked ropes between two poles approximately four and a half meters apart. These ropes form a large X between the two poles.

5.9.2 Use of the Hour Glass

The challenge for the Hour Glass is for a participant to traverse from one pole to the other, using only the two ropes provided.

5.9.3 Leader/users Responsibilities

(i) Ensure that the ropes are appropriately tensioned for the prospective individual or user group, and explain the purpose of the prussick knots.
(ii) Draw attention to the nature and direction in which a person is likely to fall. e.g With considerable momentum while crossing from one rope to another in the middle. As a result, spotters should be placed in a position where they can assist in the absorption of the fall without placing themselves, particularly the head and shoulders in such a way that they could be hit as the participant swings forward or backwards.

5.9.4 Variations for Participants

(i) Have the participant close their eyes or use a blindfold.
(ii) Have two participants, one on each end and possibly on opposite sides (this version is particularly difficult to spot).

5.10 Multivine

5.10.1 Description

The Multivine consists of a single tensioned foot and five free hanging ropes (called a vine) suspended from an overhead cable.

The challenge for the participant(s) is to traverse across the foot cable using the ropes for support.

5.10.2 Using the Multivine

The Multivine can be used by a varying number of participants. Commonly one or two participants are involved. The minimum number of spotters normally required is four per participant. The Multivine is normally attempted starting at the diagonal Multivine rope end pole.

5.10.3 Leader/user's Responsibilities

The leader/user leading the Multivine must:

5.9 Hour Glass

5.9.1 Description

The Hour Glass consists of two prussicked ropes between two poles approximately four and a half meters apart. These ropes form a large X between the two poles.

5.9.2 Use of the Hour Glass

The challenge for the Hour Glass is for a participant to traverse from one pole to the other, using only the two ropes provided.

5.9.3 Leader/users Responsibilities

(i) Ensure that the ropes are appropriately tensioned for the prospective individual or user group, and explain the purpose of the prussick knots.

(ii) Draw attention to the nature and direction in which a person is likely to fall. e.g With considerable momentum while crossing from one rope to another in the middle. As a result, spotters should be placed in a position where they can assist in the absorption of the fall without placing themselves, particularly the head and shoulders in such a way that they could be hit as the participant swings forward or backwards.

5.9.4 Variations for Participants

(i) Have the participant close their eyes or use a blindfold.

(ii) Have two participants, one on each end and possibly on opposite sides (this version is particularly difficult to spot).

5.10 Multivine

5.10.1 Description

The Multivine consists of a single tensioned foot and five free hanging ropes (called a vine) suspended from an overhead cable.

The challenge for the participant(s) is to traverse across the foot cable using the ropes for support.

5.10.2 Using the Multivine

The Multivine can be used by a varying number of participants. Commonly one or two participants are involved. The minimum number of spotters normally required is four per participant. The Multivine is normally attempted starting at the diagonal Multivine rope end pole.

5.10.3 Leader/user's Responsibilities

The leader/user leading the Multivine must:

(i) Conduct all pre-activity checks: look for ground hazards; check the security of cable attachment points, ropes, central cable clamp and rapid link, cables and guy cables.

(ii) Present the activity clearly to participants.

(iii) Review the spotting requirements:

- Demonstrate and practice appropriate stances and techniques and staying aligned with participants as they move along the cable;
- Draw attention to the need to carefully spot participants when they are in proximity to the poles;
- Spotters need to be particularly watchful for participants lunging between the diagonal rope and the vines and the end pole;
- Draw attention to the hazards present including uneven terrain, poles, platform, guy cables and groups working on adjacent elements;
- Emphasise the potential for extremely sudden movements from the participant(s)

(iv) Closely monitor all participation until the activity is completed.

(v) Debrief as appropriate.

5.10.4 Participants responsibilities

Participants on the Multivine must:

(i) Commence activity only when spotting is in place.

(ii) Communicate with spotters and other participant(s) as is appropriate for safety and attempting the established challenge.

(iii) Refrain from running or bouncing on the cable or lunging for the end pole.

(iv) Let go of rope/vine and step off cable if fall is inevitable.

(v) Request appropriate tension and starting positions of ropes.

5.10.5 Spotters' Responsibilities

Spotters on the Multivine must:

(i) Spot conscientiously using effective spotting technique for a traversing element.

(ii) Be able to respond to falls in any direction.

(iii) Be prepared to move laterally to break a fall.

(iv) Be aware of hazards present including uneven terrain, poles, cables, guy cables, groups working on adjacent elements and ropes.

(v) Be aware of participant(s) flailing body limbs.

(vi) Be aware of potential for participant's foot to be caught/trapped where diagonal Multivine rope attaches to cable.

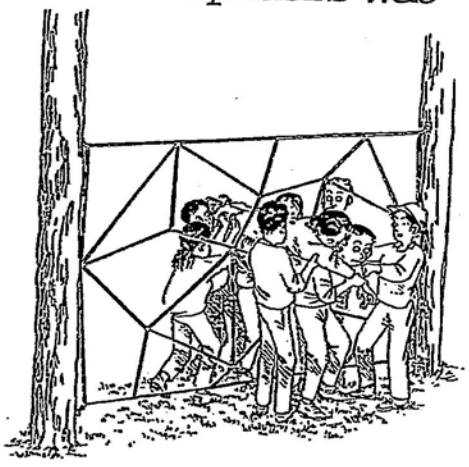
(vii) Monitor catching so that you don't jump in / respond too soon while participant is supported by rope/vine and able to recover.

(viii) Offer appropriate support and encouragement.

5.10.6 Variations for participation.

(i) Attempt activity blindfolded.

Spiders Web



(ii) Attempt the Multivine starting at either end.

(iii) Restrict the use of the vines, eg. hold above a temporarily placed knot only.

(iv) Have participant attempt to clap hands when transferring from rope to vine.

(v) Attempt with a partner.

5.11 Spider's Web

5.11.1 Description

The Spider's Web is a problem solving initiative which consists of a prefabricated bungy web strung between two poles. There are a number of holes available depending on the sizes of individual group members.

The challenge for the group is to assemble on one side of the web with each member moving through a separate hole in the web to the other side without touching any part of it. Commonly, once a participant uses an opening that section is closed to further use. Consequences for touching the web vary depending on the group and the goals of the activity and programme. A return to the starting side by at least one participant is often the result of a touch.

5.11.2 Using the Spider's Web

The Spider's Web can be used by groups of varying sizes. Minimum numbers are dependent on the ability of the participants to provide safe spotting (including lifting each person and passing through the web). At least four spotters per participant passing through the web should be used.

5.11.3 Leader/users' Responsibilities

The leader/user leading the Spider's Web must:

(i) Check the area for ground hazards and set up of the Spiders Web.

(ii) Present the activity clearly to the group.

(iii) Review the spotting requirements:

- Ensure there are a minimum of two spotters on each side before passing participants through high gaps in the web, i.e. above waist height.
- Demonstrate and practice the correct technique for safely lowering a person from standing into a passing stance, passing through the web, and for lowering to the ground once through the web.
- Review the importance of protecting the participant's head before, during and after the pass through the web.
- Draw attention to hazards present.

(iv) Closely monitor all participation until the activity is completed.

(v) Debrief as appropriate.

5.11.4 Participant's Responsibilities

Participants in the Spiders Web must:

(i) Commence activity only when spotting is in place.


Balancing Log

(ii) Communicate with spotters and other participants as is appropriate for safety and the attempting of the established challenge.

(iii) Request more spotters/assistance if it is felt to be necessary.

5.11.5 Spotters' Responsibilities

Spotters in the Spider's Web must:

(i) Spot conscientiously using effective spotting technique.

(ii) Continue spotting until each participant is standing upright after an attempt.

(iii) Avoid letting go of a participant if a touch of the web is made during an attempt.

(iv) Be aware of hazards present.

(v) Provide appropriate support and encouragement.

5.11.6 Variations for Participation

(i) Alter the consequences for a touch of the web eg. two people returning, the whole group returning.

(ii) Change how some participants can be involved eg. have some members unsighted and able to talk and others sighted and unable to talk etc.

(iii) Only allow the participant who has just been through the web to talk during the next pass.

(iv) Include the guideline that once spaces are chosen they cannot be changed.

(v) Have the group transport a cup of water through the web while being passed without any spillage.

(vi) Have a maximum number of times that the web can be touched. If more touches occur, the whole group returns to the beginning.

(vii) Allow some holes to be used by more than one person to cater for larger numbers. Use clothes pegs to mark appropriate holes.

(viii) Alter the number of participants required to pass through the web.

5.12 Balancing Log (formerly Swinging Log)

5.12.1 Description

The ~~Swinging~~ Balancing Log consists of an eight metre log suspended between two poles, approximately 400mm from the ground.

The challenge for the participant(s) is to walk along the log as far as possible or desired without falling.

5.12.2 Using the Balancing Log

The ~~Swinging~~ Balancing Log can be used by a varying number of participants. A minimum of six spotters is normally required/four to spot the participant and two to dampen the motion of the log once the participant falls or steps from the log.

5.12.3 Leader/users' Responsibilities

The leader/user of the ~~Swinging~~ Balancing Log must:

(i) Conduct all pre activity checks: look for ground hazards, check the log for soundness and check the security of the cable attachment points, cables and guy anchors. Check for slippery surface of log and make sound judgement call on appropriateness to use in certain conditions.

(ii) Present the activity clearly to the group.

(iii) Demonstrate and practice the spotting requirements:

- Emphasise the complete range of movements that the log can make and the position spotters need to take relative to it;
- Emphasise how the log swings when a participant falls off it and how the spotters protect both themselves and the participant;
- Review the placement and actions of the two spotters who dampen the motion of the log when a fall occurs (spotters not to stand between log and pole);
- Review the movement in to protect a participant when a fall backwards occurs;
- Emphasise the potential for extremely sudden movements from the participant(s);
- Review the spotters movements during any attempts;
- Add more spotters if assessment suggests it is necessary;
- Draw attention to hazards present including uneven terrain, poles, cables, guy cables and groups working on adjacent elements.

(iv) Closely monitor all participation until the activity is completed.

(v) Debrief as appropriate.

5.12.4 Participants' Responsibilities

The participants on the ~~Swinging~~ Balancing Log must:

(i) Follow the guidelines for participation outlined and avoid jumping off the log.

(ii) Commence the activity only when spotting is in place.

(iii) Request more spotters if it is felt necessary.

(iv) Communicate with spotters and other participant(s) as is appropriate for safety and the completion of the agreed upon challenge.

(v) Refrain from running along the log.

(vi) Refrain from swinging the log unnecessarily.

(vii) Refrain from lunging for the cable lanyards at the ends.

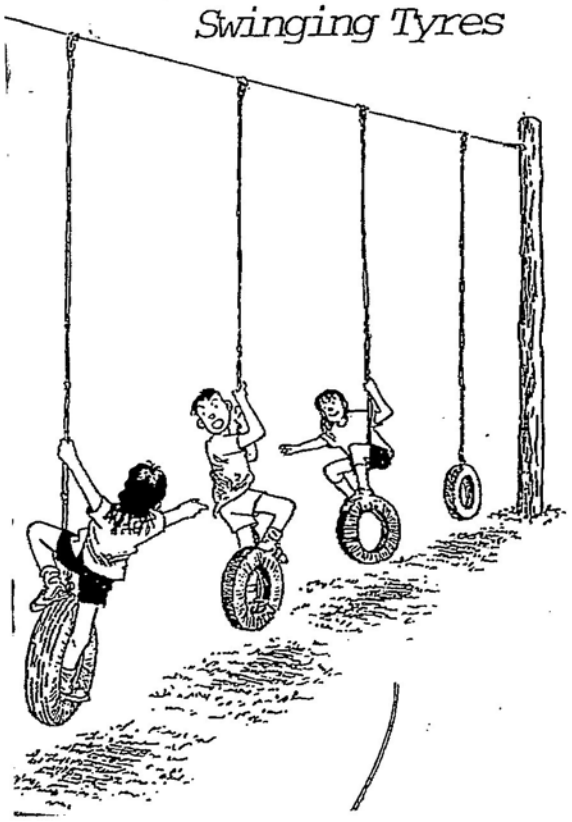
(viii) Step off the log if a fall occurs.

5.12.5 Spotters' Responsibilities

Spotters on the ~~Swinging~~ Balancing Log must:

(i) Spot conscientiously using effective spotting technique and maintain an appropriate position relative to the log at all times.

(ii) Be aware of hazards present including uneven terrain, poles, cables, guy cables and groups working on adjacent elements.


Swinging Tyres

(iii) Be prepared for and able to respond to sudden movements of participants and the log at any time.

(iv) Offer appropriate support and encouragement.

5.12.6 Variations for Participation

(i) Walk backwards along the log.

(ii) From one metre away from the log have one or two participants attempt to step onto the log and maintain balance for 5 seconds.

(iii) Have two participants who start at opposite ends of the log and attempt to walk towards each other and pass each other and continue on.

(iv) Close eyes and maintain balance while standing or walking on the log.

5.13 Swinging Tyres

5.13.1 Description

Swinging Tyres consists of a series of suspended tyres from an overhead cable. The tyres are removable and should be put up prior to participation and taken down after completion of the activity. The aluminum snap link Karabiners should be placed back in the store shed.

5.13.2 Use of the Swinging Tyres

The challenge with Swinging Tyres is to traverse along the tyre traverse as far as possible or desired without coming into contact with the ground.

5.13.3 User/Leader's Responsibilities

(i) Disclose the risk to participants that it is difficult to spot easily, and that there is some risk that if they hang backwards on their arms for too long, they are likely to fall from the tyres. Therefore encourage participants to dismount the tyres before falling.

(ii) Ensure that spotters are actively involved, and have a high level of commitment to spotting the participant.

(iii) Ensure a spotter is placed at each end of the Swinging Tyre traverse to ensure that they protect the participant from connecting with the poles at either end.

5.13.4 Spotter's Responsibilities

(i) Careful spotting is required and disclosure of the potential hazard of two people swinging against each other from opposite directions at the same time which can cause high impact injuries.

5.13.5 Variations for Participants

(i) Have participants attempt to traverse the tyres without spilling a cup of water.

(ii) Have two participants traverse from opposite ends at the same time.

TP Shuffle

5.14 TP Shuffle

5.14.1 Description

The TP Shuffle consists of a pole approximately 8 metres in length which lies on two supports just off the ground (the same pole is used for the Swinging Log element).

The challenge for the group is to move from their starting formation in the prescribed way without anyone touching the ground or pole supports eg. from a random starting order to end in the order of participants' dates of birth. Commonly there are penalties for a group member(s) falling off the pole eg. the whole group starting again.

5.14.2 Using the TP Shuffle

The TP Shuffle can be used by groups of varying sizes. Active spotting by the leader/user is required.

5.14.3 Leader/user's Responsibilities

The leader/user leading the TP Shuffle must:

(i) Conduct all pre activity checks: look for ground hazards and check the soundness of the pole and supports eg. checking the supports have been left correctly positioned following use of the Swinging Log.

(ii) Present the activity clearly to the group.

(iii) Emphasise that a falling participant should not pull the whole group or others off the pole.

(iv) Be aware of hazards present including uneven terrain, poles, tree branches and guy cables.

(v) Spot moving participants as appropriate.

(vi) Closely monitor all participation until the activity is completed.

(vii) Debrief as appropriate.

5.14.4 Participants' Responsibilities

Participants on the TP Shuffle must:

(i) Avoid pulling off other group members in the event of a fall.

(ii) Be aware of hazards present including uneven terrain, poles, tree branches and guy cables.

(iii) Communicate clearly with other group members when moving.

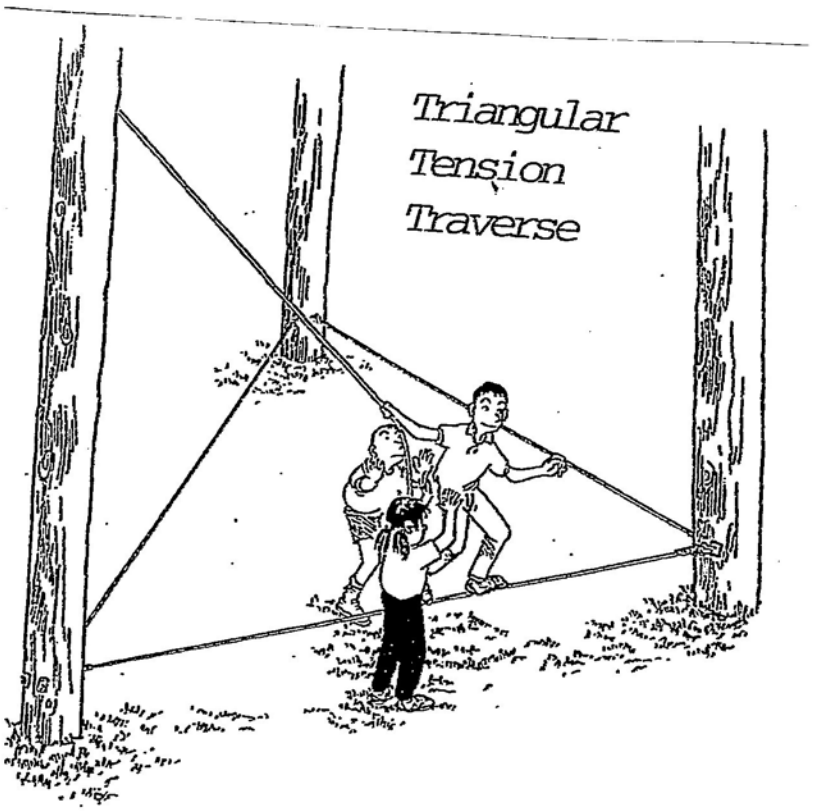
(iv) Offer appropriate support and encouragement.

5.14.5 Variations for Participation

(i) Depending on the group, set a maximum number of ground touches as a goal.

(ii) As in (i), with the group members setting their own goal.

(iii) Have the activity attempted in total silence.


Triangular
Tension
Traverse

(iv) Set a time limit and assign time penalties for any slips from the pole.

(v) Start the activity with different formations e.g. half the group at one end of the pole and the other half at the other end of the pole. Facing towards the centre, the challenge for the group is to move to the opposite end of the pole without touching the ground.

5.15 Triangular Tension Traverse

5.15.1 Description.

The Triangular Tension Traverse consists of a series of three cables strung between poles at a height of no more than 700 mm above the ground. This forms a Triangular Tension Traverse (three cables in the shape of a triangle with one or more hand ropes suspended at the apex of the triangle).

The challenge for single or pair participants is to traverse along the cables as far as possible or desired using the rope as support.

5.15.2 Using the Triangular Tension Traverse

The Triangular Tension Traverse is generally used by one or two participants. The minimum number of spotters normally required is four per participant except for at the corners of the Triangular Tension Traverse where more may be required.

5.15.3 Leader/users' Responsibilities

The leader/user leading the Triangular Tension Traverse must:

(i) Conduct all pre-activity checks: look for ground hazards, check the security of cable attachment points, cables, ropes and guy anchors and check that the rope(s) is long enough to complete the activity and is free of knots.

(ii) Present the activity clearly to the group.

(iii) Demonstrate and practice the spotting requirements:

- Draw attention to the nature in which a person is likely to fall, ie. towards the pole to which the rope is attached;
- As a result of this one spotter on each side of the cable needs to position themselves approximately a step back towards the attachment point of the rope with one arm slightly raised to protect their own face from the sudden movements of the participants' hands and arms holding onto the rope;
- The other two spotters should be positioned directly in front of and behind the participant;
- Spotters need to move towards the participant rather than away if a fall occurs;
- Spotters need to be aware of the Tension Traverse hand rope and if it is appropriate prevent it from snagging (the participant may be able to do this themselves);
- Draw attention to hazards present including uneven terrain, poles, guy cables, cables and groups working on adjacent elements;
- Emphasise the potential for extremely sudden movements from the participant(s);
- If two participants are swapping positions on back cable and continuing the traverse, spotters retrace their steps and return to the start ie. do not swap with other spotting team.

- Spotting "hot spots" are: the corners of the Triangular Tension Traverse (more spotters may be required) the back cable of the Triangular Tension Traverse where participants are often leaning backwards allowing fast and uncontrollable movements laterally to the right or left; the last cable on the Triangular Tension Traverse where falls are common and the crossing points of participants on the Triangular Tension Traverse.

(iv) Add more spotters if assessment suggests it is necessary.

(v) Encourage participants to step off the cable and let go of rope when a fall occurs to prevent swinging back towards the rope's attachment point.

(vi) Encourage participants to avoid traversing away from the pole with the rope over their shoulder or wrapped around their wrist/hand.

(vii) Closely monitor all participation until the activity is completed.

(viii) Debrief as appropriate.

5.15.4 Participants' Responsibilities

Participants on the Triangular Tension Traverse must:

(i) Commence activity only when spotting is in place.

(ii) Communicate with spotters and other participant(s) as is appropriate for safety and the attempting of the established challenge.

(iii) Step off the cable if a fall occurs and let go of rope.

(iv) Refrain from running on cable.

(v) Refrain from jumping off the cable in an attempt to regain balance.

(vi) Refrain from holding handrope twisted around hands/wrists and/or over shoulder and/or behind back.

(vii) Refrain from lunging for end poles.

(viii) Request more spotters if it is felt to be necessary.

5.15.5 Spotters' Responsibilities

Spotters on the Triangular Tension Traverse must:

(i) Spot conscientiously using effective spotting technique.

(ii) Be aware of how participants move on this activity and be prepared for sudden movements.

(iii) Be aware of hazards present including uneven terrain, poles, guy cables and groups working on adjacent elements.

(iv) Offer appropriate support and encouragement.

5.15.6 Variations for Participation

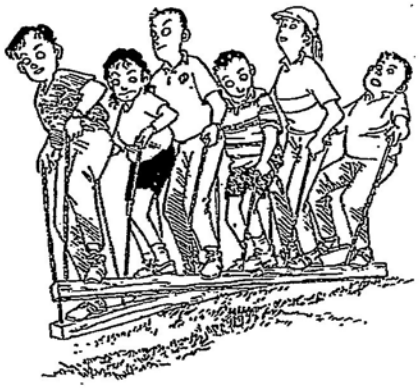
(i) Two participants on the Triangular Tension Traverse moving in opposite directions and crossing on the back cable.

(ii) Participants attempt the activity blindfolded.

(iii) Attempt the single Tension Traverse in reverse ie. start at the far end and traverse back towards the pole where the rope attaches.

(iv) Attach handropes to alternative settings higher or lower, e.g. staples, to alter degree of difficulty.

Trolley



5.16 Trolleys

5.16.1 Description

A set of Trolleys consist of two planks of 100mm x 100mm wood. There are an equal number of hand ropes of approximately 1 metre inserted through the planks at 500mm intervals.

The challenge for the group is to walk a prescribed course with their right feet placed on one of the trolleys and their left feet on the other, and holding onto the ropes. Commonly there are penalties established if group members fall off, e.g. returning to the starting point; the affected member turning around backwards.

5.16.2 Using the Trolleys

The Trolleys can be used by groups of varying sizes. For most groups it is appropriate that each participant has a separate place for their feet and their own hand ropes. There are two five person Trolleys available in gear shed.

5.16.3 Leader/user's Responsibilities

The leader/user leading Trolleys must:

(i) Conduct all pre activity checks: look for ground hazards, check the Trolleys for soundness and check the security of the attachment of the hand ropes.

(ii) Present the activity clearly to the group.

(iii) Emphasise that participants should let go of the hand ropes if they feel themselves falling off the Trolley.

(iv) Emphasise that participants should avoid wrapping hand ropes around hands so as to avoid interfering with the ability to release quickly if falling.

(v) Emphasis that participants should avoid pushing others off.

(vi) Ensure participants understand the "domino effect" and the importance of stepping off if they loose balance.

(vii) Consider spotting or providing a spotter for front person by walking backwards with appropriate stance and technique in front if Trolleys.

(viii) Consider spotting or providing a spotter for the back person.

(ix) Closely monitor all participation until the activity is completed.

(x) Debrief as appropriate.

5.16.4 Participant's Responsibilities

Participants in Trolleys must:

(i) Communicate appropriately with other participants to allow for safe attempts of the challenge.

(ii) Offer appropriate support and encouragement.

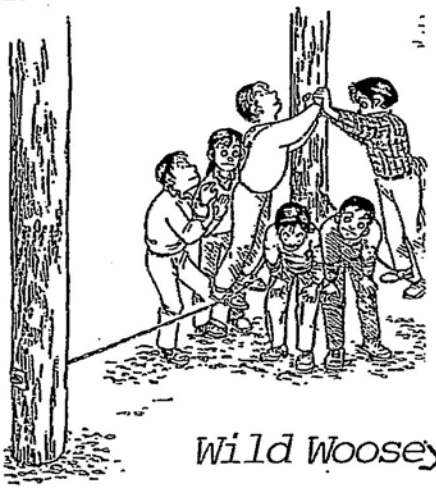
(iii) Be able to and release the hand ropes in the event of a fall.

(iv) Avoid pushing others off when losing balance

(v) Step off if loosing balance

5.16.5 Spotters Responsibilities

Spotters for Trolleys must:



Wild Woosey

(i) Spot conscientiously using effective spotting technique.

(ii) Be aware of how participants move on this activity and be prepared for and able to respond to sudden movements.

(iii) Offer appropriate support and encouragement.

5.16.6 Variations for Participants

(i) Establish a more challenging course for the group to move around e.g. go down gradual slopes, around sharp corners etc.

(ii) Have the group move backwards as well as forwards.

(iii) Limit the verbal input of different group members.

(iv) Rotate the position of group members regularly.

(v) Have some group members unsighted.

(vi) Vary the consequences for group members who fall off the trolleys.

(vii) See how far the group can travel in a defined time limit.

5.17 Wild Woosey

5.17.1 Description

The Wild Woosey consists of two tightly strung cables close to the ground and starting at the same point which progress outwards to end points approximately 4 metres apart.

The challenge is for the two participants (one on each cable) to traverse the diverging cables maintaining physical contact to a point where they can no longer continue.

5.17.2 Using the Wild Woosey

The Wild Woosey requires two participants with a minimum of four spotters at the start and increasing to at least eight spotters in a variety of positions as the pair traverse the cables. Note: the two cables used are also part of the Triangular Tension Traverse element (5.15).

5.17.3 Leader/users' Responsibilities

The leader/user leading the Wild Woosey must:

(i) Conduct all pre activity checks: look for ground hazards, check the security of cable attachment points, cables and guy anchors.

(ii) Present the activity clearly to the group.

(iii) Demonstrate and practice the spotting requirements for the element:

- Spotters for each participant stand on the outside of the cable in good spotting stance and move along the cable in time with the participant they are spotting.
- Spotters outside the cable are particularly important for the first 3 metres of the activity.
- Provide spotters inside the cables in front and behind the participants paying particular attention to the poles (and slack cable at end if necessary).

- Spotters beneath the participants should always bend forwards presenting their flat backs to the participants, and keep their elbows or hands braced on top of their knees. Care must be taken to ensure that spotters keep their heads down and shoulders in line with the participant's leading legs so that their heads are not landed on in the event of a fall. Or another guide is for spotters to ensure their feet stay in line with the centre of participants legs. Spotters should brace each other shoulder to shoulder.
- Additional spotters are added beneath participants as they progress along the cable and gaps appear in the spotters below. They should be added from the centre with existing spotters moving to the sides.
- Draw attention to the hazards present including uneven terrain, poles, guy cables, cables and groups working on adjacent elements.

(iv) Emphasise that participants cannot interlock their fingers while attempting the activity. Demonstrate alternative hand to hand and hand to fist clasps.

(v) Consider giving participants an opportunity to practice mutual support body and hand positions on ground before attempting challenge on cables (do not straddle cables while doing this).

(vi) Add more spotters if assessment suggests it is necessary.

(vii) Closely monitor all participation until the activity is completed.

(viii) Debrief as appropriate.

5.17.4 Participants' Responsibilities

Participants in the Wild Woosey must:

(i) Avoid interlocking their fingers.

(ii) Commence the activity only when spotting is in place.

(iii) Communicate with their partner and spotters as is appropriate for safety and the completion of the established challenge.

(iv) Move along the cables at an equal speed which is comfortable for both participants and spotters.

(v) Refrain from running or bouncing on the cables.

(vi) Refrain from lunging for poles.

(vii) Request more spotters if it is felt to be necessary.

5.17.5 Spotters' Responsibilities

Spotters in the Wild Woosey must:

(i) Spot conscientiously using effective spotting technique.

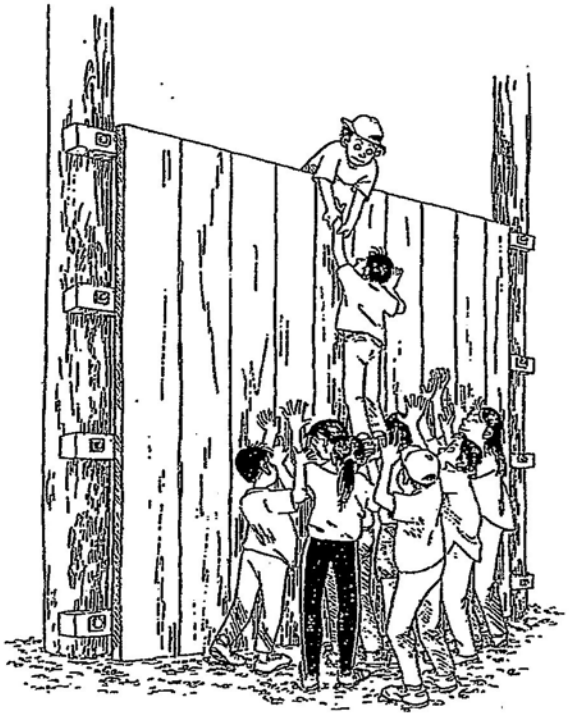
(ii) Be prepared for falls in any direction particularly when the participants first mount the cable.

(iii) Be aware of hazards present including uneven terrain, poles, guy cables, cables and groups working on adjacent elements.

(iv) Offer appropriate support and encouragement.

5.17.6 Variations for Participation

(i) Establish a point which participants will go to and return from.



The Wall

(ii) Introduce a length of Human Ladder dowel for participants to grasp onto instead of interlocking hands (the usual participant stance is maintained). Note: special spotting must be provided for each end of the dowel to avoid injury to spotters.

(iii) Establish a group distance goal to be achieved by combining each pairs total distance travelled.

5.18 The Wall

5.18.1 Description

The Wall is 3 metres high, with a platform attached to the rear, and a staple ladder descent.

The challenge for the group is to ascend the Wall and assemble safely on the opposite side. There must not be more than two people on top of the Wall at any given time. Once over the Wall participants may return to the start side to spot but not to assist.

5.18.2 Using the Wall

The Wall can be used by groups of varying sizes.

5.18.3 Leader/users' Responsibilities

The leader/user leading the Wall must:

(i) Conduct all pre-activity checks: look for ground hazards; inspect the poles, support braces and railings for soundness; the wall for smoothness and absence of protruding nails, staples or splinters on the face and top; and ensure that the means of descent is adequate for the group.

(ii) Present the activity clearly to the group.

(iii) Review the spotting requirements:

- The height of the Wall necessitates group spotting for the activity;
- Each participant off the ground must be spotted throughout the entire task including the back side of the Wall and dismount;
- An appropriate number of spotters staying in position and focused on spotting only is required on the front and back of the Wall at all times;
- The last two group members require particular attention especially if they are to try a running and jumping attempt;
- All participants should keep their bodies in close to the Wall and refrain from walking their feet up the Wall without their bodies in close.

(iv) Demonstrate and practice the lifting and supporting guidelines:

- Proper lifting techniques must be used especially when participants are being lifted up onto another participant's shoulders;
- Proper supporting techniques must be used especially when participants are standing on others shoulders.

(v) Emphasise the safety guidelines : only four people being on top of the Wall; not hanging anyone by the legs at any stage of the attempt (heads should not come below waists at any stage); and not using belts, shoelaces or other props to support participants.

(vi) Closely monitor all participation until the activity is completed.

(vii) Debrief as appropriate.

5.18.4 Participants' Responsibilities

Participants on the Wall must:

(i) Commence activity only when spotting is in place.

(ii) Follow all safety guidelines carefully.

(iii) Avoid heads coming below waists at any stage.

(iv) Refrain from walking their feet up the Wall without their bodies being positioned in close to the Wall.

(v) Offer appropriate support and encouragement and only lift others in ways which they are comfortable with.

(vi) Request more spotters/assistance if it is felt necessary.

5.18.5 Spotters' Responsibilities

(i) Spot conscientiously using effective spotting technique from the beginning of any attempt to when the participant is safely on the ground.

(ii) Be aware of how participants may move on this activity and be prepared for and able to respond to any sudden movements.

(iii) Offer appropriate support and encouragement.

5.18.6 Variations for Participation

(i) Alter the ways in which group members may be involved eg. have someone with a 'broken limb', or some participants unable to see etc.

(ii) Attempt the challenge non verbally.

(iii) Have a time limit on the attempt.

(iv) Have the group transport an object eg. a bucket of water, over the Wall.

Appendix 6.1

ACCIDENT & INCIDENT REPORT FORM

Workshop: _____ Date: _____

Leader/users: _____

_____

Group Port Waikato School Camp: _____

Patient's Port Waikato School Camp: _____ Age_____ Sex _____

Address (if known): _____

_____

_____

Nature of the Accident/Incident

Is this reporting? (a) Injury ❑ (b) Illness ❑ (c) Incident ❑ (please tick)

Type of injury/illness/incident (e.g. burn, sprain, vomiting, etc)

_____

Time accident/incident occurred: _____ Pre-existing condition? Yes/No

Indicated on health form? Yes/No/Not Applicable

Action undertaken _____

_____

_____

Results (e.g. evacuated to hospital, sent home, etc) _____

_____

_____

Who has been notified? (e.g. next of kin) _____

Items used from the First Aid Kit? _____

The Patient's Condition

Was patient unconscious? Yes/No For how long? _____

Respirations		Pulse		Skin Colour		Consciousness	
normal		full		normal		con. & co-operative	
shallow		weak		pallid		con. & confused	
deep		irregular		flushed		uncon.-responds to voice	
absent		absent		cyanosed		uncon.-no response	

Describe What Happened

What activity was involved in the accident/incident (be specific)? How did the accident/incident happen? What action was taken with patient and group?

Possible reasons why the accident / incident occurred; include contributing factors, e.g. weather, faulty equipment, group or individual's behaviour, leader/users role, etc.

Recommendations, suggestions, observations for future programs: include equipment use, role of client, programme choice and role of leader/user

Form completed by: _____ **Contact phone no:** _____

Appendix 6.2

Risk Analysis and Management System

Port Waikato School Camp _____ Date _____

Activity/Situation _____

Analysis		Description		
RISKS	Accident/Injury			
CASUAL FACTORS	Hazards, perils, dangers, other forms of loss	**People**	**Equipment**	**Environment**
RISK MANAGEMENT STRATEGIES	Normal Operations			
	Emergency			

RELEVANT NATIONAL/INDUSTRY STANDARDS AVAILABLE	
POLICIES AND GUIDELINES RECOMMENDED	
SKILLS REQUIRED BY STAFF	
FINAL DECISION ON IMPLEMENTING ACTIVITY	**Choose one** **Accept** **Reject** Comments:

Risk Analysis and Management System

Port Waikato School Camp: *Joe Bloggs* Date: *December 1995*

Activity/Situation: *A Challenge Ropes Course experience*

Analysis		Description		
RISKS — Accident/Injury		• Major injury • Fatality • Irreparable damage to equipment • Emotional trauma		
CASUAL FACTORS — Hazards, perils, dangers, other forms of loss		**People** 1 Health problems, injuries. 2 Special needs not catered for. 3 Failure to follow instructions. 4 Lack of maturity/respect with regard to CRC, each other. 5 Large group size. 6 Inexperience or incompetence of leader/users. 7 Coersion of participants. 8 Fear/anxiety or participants. 9 Lack of fitness. 10 Inappropriate briefing.	**Equipment** 1 Lack of first aid equipment. 2 Lack of emergency signal. 3 Low ropes course not set up properly or failure in use. 4 Inappropriate footwear/clothing. 5 Lack of food/drink.	**Environment** a) Failure to conduct pre-activity checks. b) Excessive sun, wind or rain. c) Lightening. d) Failure of Prouty's gear - rope landing area.
RISK MANAGEMENT STRATEGIES	Normal Operations	i) 1 Health status accessed via Viv, circulated to all leader/users; checks made that asthmatics have medication on hand. Check on day for any other concerns. 2 Check status for any special needs, check Viv; plan to include and adapt activities if necessary. 3 Establish expectations at start of day. Review in small groups as appropriate. 4 As above, set parameters about CRC. 5 Use circuit arrangement to increase ratios leader:student. Use staff to decrease group size. Emphasise safety. Choose activities appropriately. 6 All leader/users completed a SSAS course, check planning and read CRC Safety Manual. Brief teachers fully pre use of Whalewatch. 7 Emphasise challenge by choice, use appropriate sequencing. 8 Use warmups as a guage, have options within activities, monitor participation of sutdents throughout the day. 9 Brief all activitities fully, emnphasise spotting and safety issues.	1 Ross to bring first aid kit on-site. Experienced first aiders present. 2 Liz to bring whistles. 3 Set up low CRC re standards and conduct all pre-activity checks (ref Safety Manual). 4 Check with staff to see what has been requested; check pre-activity and ensure only appropriate gear is worn. 5 School to coordinate.	1 Conduct all pre-activity checks fully. 2 If inclement weather, cancel day at 7am - have plan in place with Viv. If sunny, stress hats, sunblock, appropriate clothing, waterbreaks. Check and monitor students' and leaders' comfort. Monitor weather beforehand and changes during the day. 3 Have clear protocol for lightening, i.e. stay indoors and away from CRC.
	Emergency	• Mobile phone on-site. • Site of closest medical centre known. • Two emergency vehicles on-site. • Designated leader in an emergency - procedure to be followed already established.		

RELEVANT INDUSTRY STANDARDS AVAILABLE	PANZ's "Challenge Ropes Course Safety Manual" re: (i) Prouty's Landing (ii) Chicken Walk (iii) Tension Traverse (iv) Wild Woosey (v) Criss Cross "OP Guidelines Third Edition" re: risk management/planning for EOTC, legal responsibilities, etc.
POLICIES AND GUIDELINES RECOMMENDED	CRC Safety Manual guidelines to be implemented. Risk management planning completed prior to day and reviewed before second day.
SKILLS REQUIRED BY STAFF	Group management and facilitation skills - large group (50) and small group. Technical skills for the low Challenge Ropes Course activities to be used. First aid and emergency certification.
FINAL DECISION ON IMPLEMENTING ACTIVITY	**Choose one** **Accept** ✓ | **Reject** Comments:

Appendix 6.3

Emergency Procedures: First Aid/Health Emergency

In the case of a first aid emergency the following procedures should be implemented as much as circumstances allow.

The leader/user must:

(i) Immediately and systematically secure the welfare of all other participants other than the person(s) requiring medical attention (hereafter called the "patient"). If the high Challenge Ropes Course is in use this should include the safe removal of all participants and belayers from the high elements.

(ii) Immediately attend to the patient(s). IF there is more than one patient, use appropriate patient management principles to assess and prioritise treatment procedures.

(iii) Attend to any airway, breathing and circulation requirements of the patient(s).

(iv) Conduct a thorough and systematic patient assessment and stabilise appropriately. Keep an accurate log of the patient's condition from the time of the accident/event.

(v) Continue to treat the patient for shock.

(vi) Continue to monitor the condition of all group members including checking for shock.

(vii) At the appropriate time decide on further action. Considerations include:

a) what medical assistance is required, if any, and the most appropriate means for getting the patient this support, i.e. is it required on-site or can the patient be transported. Decisions about evacuating the patient or getting specialist medical support on-site need to be made as soon as possible.

b) the most appropriate ways/circumstances to use the skills and knowledge of other participants (if adults) and accompanying staff.

c) the most effective way to keep an accurate log of the patient's condition from the time of the accident/event.

(viii) Inform the entire group of the decisions made about the care of the patient and instigate the plan of action.

(ix) Once the plan of action is being/has been successfully implemented, make a decision about whether the programme continues or not. The emotional and physical wellbeing of other participants, accompanying staff and leader/users is the priority. All decisions made should work towards maximising this wellbeing and respecting the varied responses the respective parties may have to the emergency, its management and its resolution.

(x) Ensure that an Accident and Incident Form is completed following the resolution of the emergency.

Appendix 6.4

Emergency Procedures: Environmental Emergencies

4.7.1 Introduction

The most likely environmental emergencies requiring management will be
a) an earthquake during Challenge Ropes Course use;
b) lightening during Challenge Ropes Course use.

In both situations, and in any other environmental emergency which may arise, the following procedures should be followed as much as circumstances allow.

4.7.2 Emergency Procedures for an Earthquake

In the case of any earthquake of damaging proportions (to land, people or equipment), the leader/user must:

1 Immediately and systematically secure the welfare of participants and leader/users. This should include:
   a) Clearing participants safely off the low Challenge Ropes Course elements as soon as it is possible to do so;
   b) Removing participants and any other personnel present to a safe place out of the immediate vicinity of the poles on the Challenge Ropes Course.
   c) Immediately administering any first aid that is required to stabilise injured participants (follow all procedures in the first aid emergency plan).
   d) Seeking medical assistance if necessary

2 As soon as it is appropriate, telephone the if telephone lines are still in working order, to update staff there about the condition of those present. If circumstances allow, the office will be the contact point for all enquiries about the welfare of group members. Telephones at Camp PORT WAIKATO SCHOOL CAMP are located in:
   a) Camp Office
   b) Kitchen

3 Depending on the magnitude of the earthquake and the size of the emergency response required, the leader/user should continue to manage the situation until appropriate resolution is reached. The safety and comfort of all those on-site at the Challenge Ropes Course is the immediate priority.

4.7.3 Emergency Procedures for Lightening Strike

In the case of a lightening storm, the leader/user must:

1 Immediately and systematically secure the welfare of participants and leader/users. This should include:
   a) Giving clear instructions to participants to stop the activity and to belayers to immediately lower the participant off the element.
   b) Moving all participants and personnel to appropriate shelter. This must be out of the immediate vicinity of the poles on the Challenge Ropes Course and other high points, e.g. trees.

      Administering any first aid which is necessary

2 Debrief the group as appropriate.

3 Begin the programme again, only if:
   a) the threat of further lightening strike has gone, and
   b) participants are willing and able to continue.