

Curriculum activity risk assessment

Table Tennis



Activity scope

This document relates to student participation in Table Tennis training sessions and competition matches as a curriculum activity.

Risk level

This document is a guideline, 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?
- What will the students be doing?
- What will the students be using?
- Where will the students be?
- Who will be leading the activity?



Inherent risk level		Action required/approval
<input type="checkbox"/>	Low	Little chance of incident or injury.
<input type="checkbox"/>	Medium	Some chance of an incident and injury requiring first aid. Risk level increases as speed/skill improves.
		<input checked="" type="checkbox"/> Manage through regular planning processes. <input checked="" type="checkbox"/> Document controls in planning documents and/or complete this <i>Curriculum Activity Risk Assessment</i> . <input checked="" type="checkbox"/> Consider obtaining parental/carer permission.

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 ticked 'No', further information **must** be provided 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
 Registered teacher and an adult with minimum qualifications as outlined below.

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

For a registered teacher:

- [Get Active Queensland Accreditation Program](#) Table Tennis course or [equivalent](#)
OR
 Competence (demonstrated ability/experience to undertake the activity) in the teaching of table tennis.

A teacher could demonstrate a reasonable level of competence by two or more of the following:

- 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.

For a leader other than a registered teacher:

- Level One coaching qualification for table tennis
OR
 Competence (demonstrated ability/experience to undertake the activity) in the teaching of table tennis.

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 Other:		
Sun safety equipment (hat, sunscreen, shirt, etc) if activity held outdoors	<input type="checkbox"/>	<input type="checkbox"/>
Drinking water (students should not share drinking containers)	<input type="checkbox"/>	<input type="checkbox"/>
Maximum of four players per table	<input type="checkbox"/>	<input type="checkbox"/>
A boundary clearance should surround each table to reduce the risk of collisions between students	<input type="checkbox"/>	<input type="checkbox"/>
Further information:		

Governing bodies/associations	Yes	No
Guidelines/codes of practice are established for this activity. See International Table Tennis Federation (ITTF), Table Tennis Queensland Table Tennis Australia . Have these been considered during the planning and performance of this activity?	<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
Biological material <ul style="list-style-type: none"> • Bodily fluids (e.g. sweat, blood, saliva) 	<ul style="list-style-type: none"> • Comply with HLS-PR-004: Management of Prescribed Contagious Conditions and Infection Control Guideline. Students with open cuts and abrasions are to be removed from the activity and treated immediately. If bleeding cannot be controlled completely, the participant should not be allowed to return to the activity. All clothing, equipment and surfaces contaminated by blood should be treated as potentially infectious. • Have sufficient and suitable containment material (bandages, etc) readily available. 	<input type="checkbox"/>	<input type="checkbox"/>	
Environmental conditions <ul style="list-style-type: none"> • Weather • Surfaces • Surrounds 	<ul style="list-style-type: none"> • Assess suitability of surrounds. • Check surrounds for loose items, debris and hazards. • Site tables so that students have adequate space, free from obstacles and other students. • Ensure that the number of tables is appropriate to the available space. • Check tables for stability and correct assembly, and nets and tables for any sharp edges. 	<input type="checkbox"/>	<input type="checkbox"/>	
Fast moving objects <ul style="list-style-type: none"> • Bats 	<ul style="list-style-type: none"> • Establish a procedure for halting play (e.g. calling a 'let') to reduce risk of collision when retrieving balls from an adjacent table. • Check that bats have adequate grip. 	<input type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan/ Additional controls
Physical exertion <ul style="list-style-type: none"> • Strains and sprains • Cramps • Exhaustion and fatigue 	<ul style="list-style-type: none"> • Have appropriate warm-up and warm-down activities. • Follow progressive and sequential skills development. • Have ice packs available. • Continuously monitor students for signs of fatigue and exhaustion. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Students <ul style="list-style-type: none"> • Student numbers • Special needs • High risk behaviours • Medical conditions 	<ul style="list-style-type: none"> • When students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are readily available (insulin, Ventolin®, Epipen®, etc). • Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents. • Where necessary, obtain advice from relevant advisory visiting teachers or specialist teachers. • Ensure there is adequate adult supervision. • Jewellery can be a serious hazard when undertaking many activities. All forms of jewellery should be considered in terms of the risk it presents for each activity. Procedures should be put in place to ban, dissuade or protect (e.g. tape) the wearing of jewellery accordingly. 	<input type="checkbox"/> <input type="checkbox"/> <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	
<input type="checkbox"/>	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 School Curriculum Activity Register by administrative staff.	Reference No.

Monitor and review <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

- HLS-PR-003: First Aid
<http://education.qld.gov.au/strategic/epr/health/hlspr003/procedure.html>
- HLS-PR-004: Management of Prescribed Contagious Conditions
<http://education.qld.gov.au/strategic/epr/health/hlspr004/procedure.html>
- Infection Control Guideline
http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.pdf
- HLS-PR-005: Health and Safety incident recording, notification and management
<http://education.qld.gov.au/strategic/epr/health/hlspr005/procedure.html>
- HLS-PR-006: Managing risks with chemicals in Department of Education, Training and Employment (DETE) workplaces
<http://education.qld.gov.au/strategic/epr/health/hlspr006/index.html>
- HLS-PR-013: Developing a Sun Safety Strategy
<http://education.qld.gov.au/strategic/epr/health/hlspr013/>
- HRM-PR-010: Working with Children Check – Blue Cards
<http://education.qld.gov.au/strategic/epr/hr/hrmpr010/>
- SCM-PR-002: School Excursions
<http://education.qld.gov.au/strategic/epr/schools/scmpr002/>
- Get Active Queensland Accreditation Program
<http://www.communities.qld.gov.au/sportrec/community-programs/education-and-training/get-active-queensland-accreditation-program/course-information>
- International Table Tennis Federation
<http://www.ittf.com/>
- National Coaching Accreditation Scheme (NCAS)
<http://www.coachingaus.org/ncas.htm>
- Table Tennis Australia
<http://www.tabletennis.org.au/>
- Table Tennis Queensland
<http://www.tabletennisqld.org/>

Further information

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