



Driving Safety in Outdoor Education

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Agenda

1. The Value of Outdoor Education
2. Just how safe is it?
3. ISO 4980 - Benefits Vs Risk
4. Understanding Your Operating Environment
5. What's coming to make your lives easier:



The Value of Outdoor Education

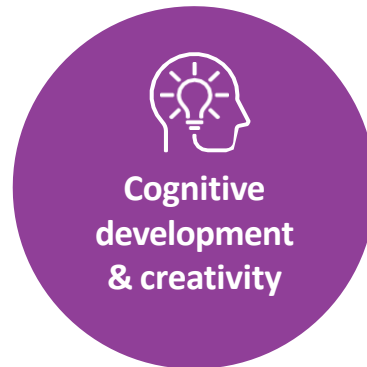


Being active and learning in the outdoors has never been more important for our children than it is today!

Early Childhood Development

Emotional Development

Unstructured time in nature develops kids physical, social and emotional skills.



Balances out sedentary, screen-heavy lifestyles

Gets kids physically active, socially connected, boosting resilience and wellbeing.

- Only 19% of young people meet the national physical activity guidelines and most children aged 2 – 14 did not meet them
- One quarter of Australia's children are now overweight or obese
- While 1 in 10 children play outside once a week or less

The Value of Outdoor Education



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Builds Resilience

Global Resilience Ratio at an All-Time Low

Students in outdoor learning and studying outdoor education proven to be more resilient:

16%

lower anxiety

12%

better
self-esteem

13%

healthier
mental state

13%

more optimistic

Learn to Fail

Outdoor education teaches kids how to fail safely.



Equips Students for Future of Work

Developing Skills Outside the Classroom

Studying outdoor education provides experiential learning that develops leadership and interpersonal skills.

2/3rds of Future Jobs

These skills are critical to the future of work.

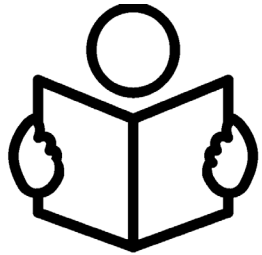
By 2030, two thirds of jobs will be soft skill intensive.

Current Skills Gap

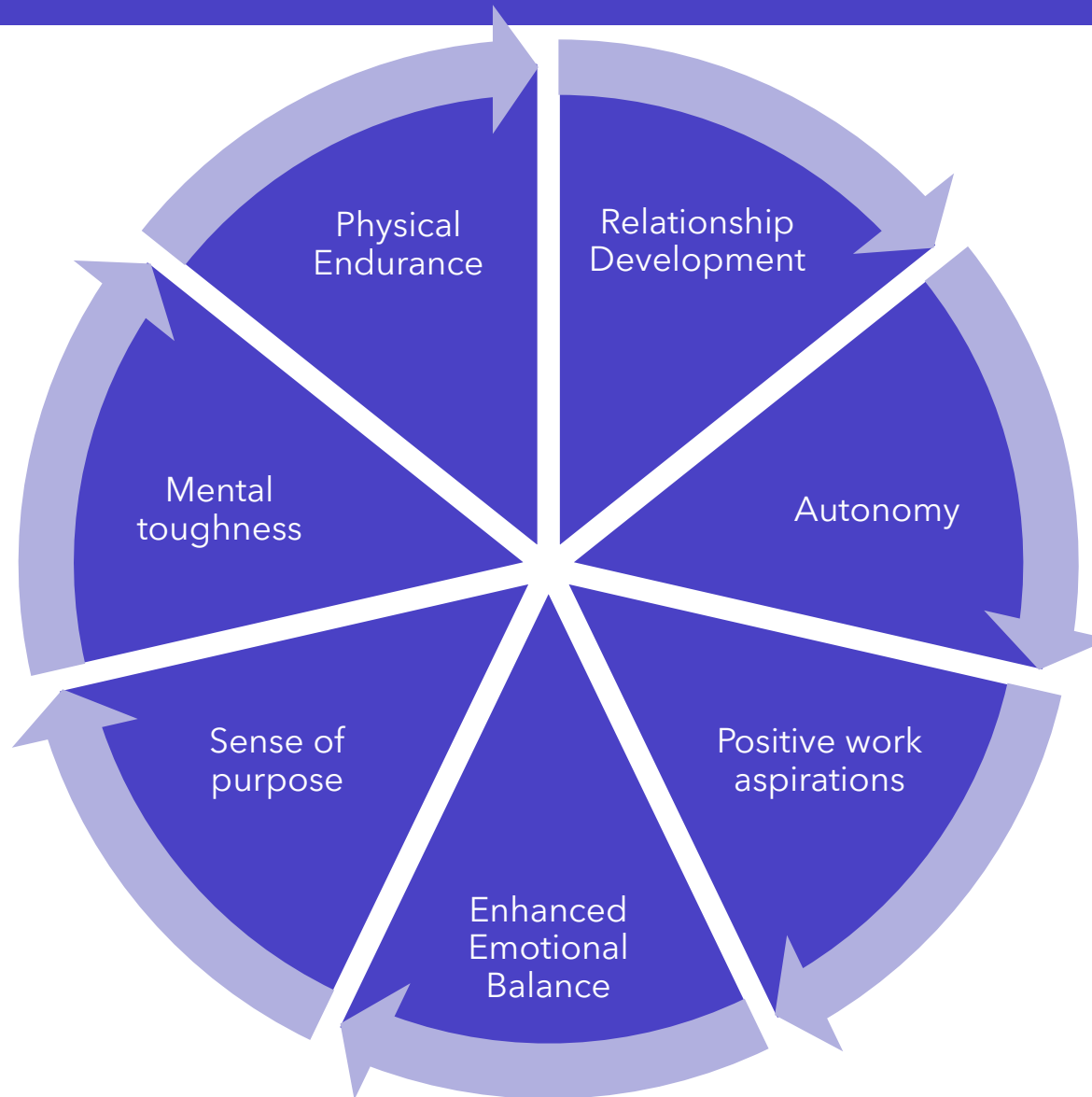
25% of employers having difficulty filling entry level vacancies due to a lack of soft skills.

The Value of Outdoor Education

For Teachers



**Personal and Professional
Wellbeing**



Just how safe is Outdoor Ed?

Reported injury incidents between 2018 - 2024



10,531 injuries reported



6.3 incidents reported per 1,000 program participation days

78.2% of injuries were rated minor in severity requiring localised first aid



44.2% of reported injuries were superficial in nature (minor scrape, blister, graze, bruise)



24.6% of injuries involved hands or fingers, followed by knees (13.5%), and feet or toes (13.3%)



Participants in the 13-17 year age group accounted for **64.6%** of injuries



Females (**55.7%**) reported more injuries than males (**43.4%**)

To put this in context:

Activity	<u>Injury</u> incidents / 1,000 days participation
Outdoor Recreation Overall	4.6
Cricket	242
Soccer	107
Netball	51

Activity	<u>Injury</u> incidents / 1,000 days participation
Walking & Running	7.2
Camping	5.3
Wheel sports	4.7
Harness (outdoor)	0.8
Salt Water activities	0.4

- The data suggests risks associated with overtly risky activities appear to be well managed
- Compared to those activities that are perceived to be less risky (e.g. walking and running).

ISO 4980: Benefit-risk assessment for sport & rec



- Child safety experts welcome 'game-changing' new international benchmark that gives a green light to more adventurous play!
- A ground-breaking new global industry benchmark that takes a 'benefit-risk' approach to safety.
- New Standard identifies the **differentiation of sports and recreational activities from a work** activity.
- Sports & rec delivers "**public good**" i.e. better social, physical, psychological health and welfare of the participant.
- Participation involves **exposure to risk which is not necessarily a bad thing** and can be of benefit to the public good.
- Exposure to risk in daily life can reduce fear and improves the development of human competency.
- This needs to be balanced with the exclusion of unforeseen or unrecognizable sources of harm.
- It recognises adventure sports provide exposure to risk which is part of the enjoyment.
- It also recognises children seek risky situations.
- And the provision of "risky play: can help children to develop internal hazard references.
- Within sport and recreation, there are many different goals of which prevention of injury is but one.
- Using a benefit-risk approach recognizes the need for making trade-offs in achieving a balance that maximizes the overall social utility and public good.

Risk v Benefit



Risky?



- Causal factors (people, equipment, environment)
- Risk management strategies (specific to causal factors)
- Identification of relevant industry standards
- Recommended policies and guidelines
- Key skills required by staff
- Recommended course of action

Risk Assessment						
1. Camping This risk assessment template example is not intended as an exhaustive list. This example identifies one hazard, associated risks, causal factors and strategies to reduce or remove risk.						
Hazards	Risk	Causal factors	Risk rating	Strategies to reduce or remove risk	Who is responsible and by when?	Residual risk rating
Prior medical conditions	Exacerbation of existing/prior medical condition	People <ul style="list-style-type: none"> Poor maintenance of medical condition. Recent prior medical incidents. 	High	<ul style="list-style-type: none"> Obtain current consent form with updates to any medical conditions. Consult/carry a copy of participants' current medical action plan. Ensure supervisors are aware of medical conditions Participant is monitored. Supervisors are qualified/able to administer effective first aid if required. Discuss management plan with participant. 	<ul style="list-style-type: none"> Teacher-in-charge (TIC) is responsible for obtaining current consent and medical update prior to activity commencement. TIC to brief supervisors on relevant medical conditions and ensure supervisory team has skill set to administer effective first aid when/if required. TIC to ensure participant is monitored by designated supervisors throughout activity. TIC to discuss management plan with participant. 	Low
		Equipment <ul style="list-style-type: none"> Ineffective medication. Unable to access medication. 	High	<ul style="list-style-type: none"> Ensure participant has appropriate medication in easy to access location and/or with them at all times. Identify chief first aid supervisor and ensure first aid kit has relevant items and person qualified to administer. 	<ul style="list-style-type: none"> Each participant is responsible for ensuring they have required personal medication. TIC is to confirm access to and administration of medications with participant and relevant supervisors prior to activity. Chief first aid officer is to be identified and briefed prior to activity. They are to check first aid kits. 	Low
		Environment <ul style="list-style-type: none"> Exposure to trigger environments/ activities that increase risk of onset of medical condition. 	High	<ul style="list-style-type: none"> Minimise/avoid exposure to trigger environments. 	<ul style="list-style-type: none"> TIC to consider and avoid seasons and times of day that can trigger known medical conditions when planning activities. 	Moderate

The Stakeholders

- Education – DoE, CEWA, AISWA, ASC
- Land – BCPA managed estate – National Parks, State Reserves, Traditional Owners
- Training Organisations – St Johns, Royal & Surf Life, Tafe, University, Private Enterprise.
- Regulators/Administrators – Acts of Parliament, Regulations, Codes of Practice, TRB, Ethical Codes, OCA, OEA, OWA, (AAAS) etc.

Understanding Your Operating Environment

Stakeholders Continued

- School Education Act 1999
- School Education Regulations 2000
- Work Health and Safety Act 2020

Schools

The worst hazards in the school industry subdivision include **trips**, **psychosocial** and **handling**.



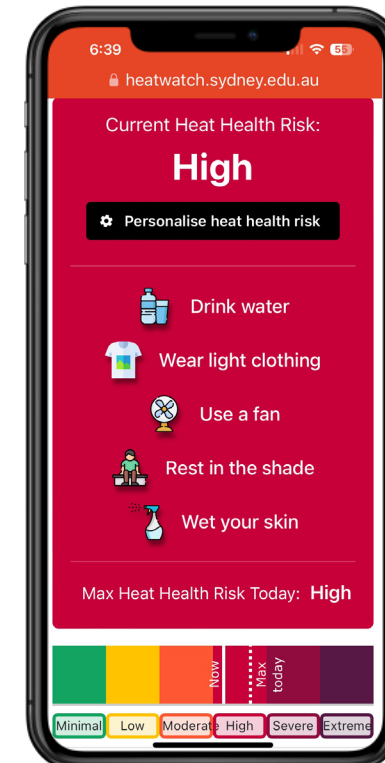
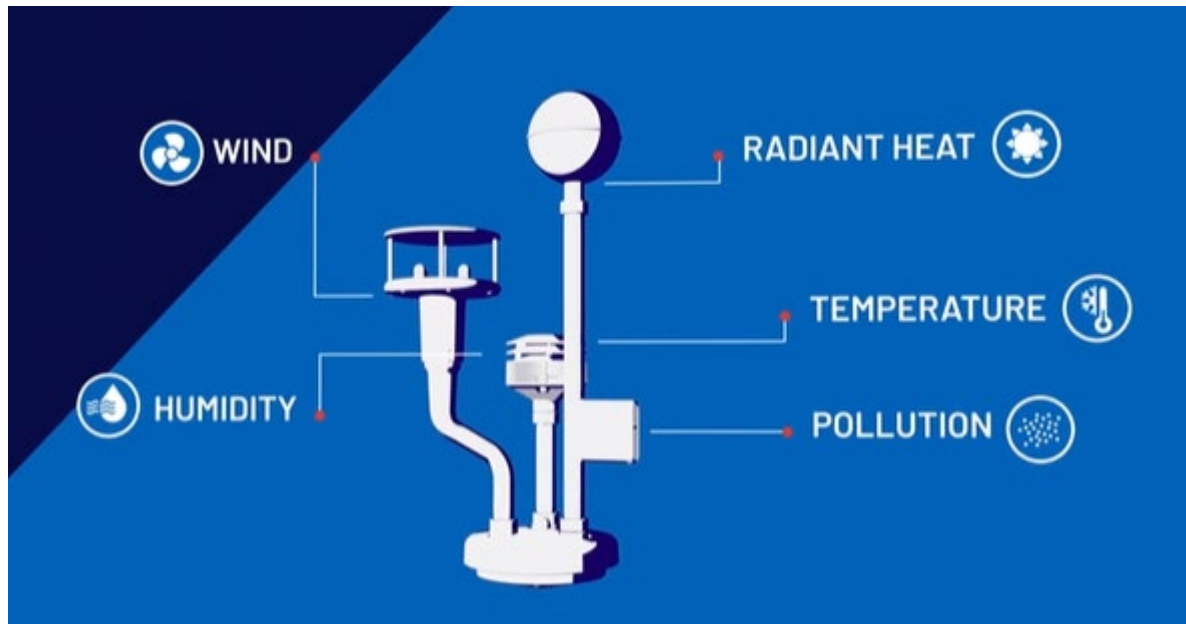
What's coming to make your lives easier:

- Full review of the Australian Adventure Activity Standard & Good Practice Guides



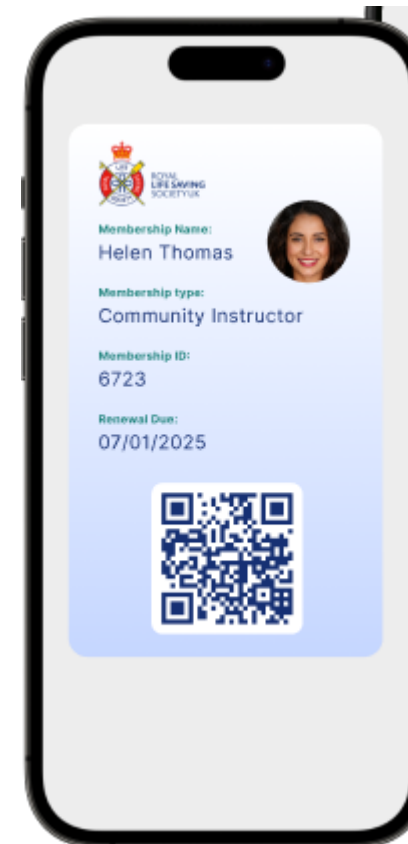
What's coming to make your lives easier:

- Outdoor Risk Intelligence Project – Bringing better data and science to guide on environmental impacts to safe outdoor participation



What's coming to make your lives easier:

- Outdoor Leaders Registration Scheme





Thank you