



Bradford Peverell, Dorchester, Dorset DT2 9SD

Activity Specific Risk Benefit Assessment - Problem Solving

This risk benefit assessment is to be read in conjunction with the 'Dynamic & Generic' risk benefit assessment.

A range of activities designed to encourage team building and communication skills.

A member of the New Barn staff leads each session.

A first aid kit will always be carried by a member of the New Barn staff

The activities are adapted to suit the needs and aptitude of the group.

Activities become more challenging as the session progresses.

The group is informed at the start as to how the session will work and further verbal instruction is given at the beginning of each activity within the session.

How will young people BENEFIT from this activity?

The group will discuss each activity and any problems encountered; developing their understanding of the importance of teamwork, and key communication skills in a practical activity.

Risk Assessment Completed By: MCD		Date of last update: September 2023	
Matthew Dear		Review date: September 2024	
Risk	Who might be affected	How risk is controlled	Overall risk rating: L/M/H
Tarpaulins Tarpaulins can be slippery Pupils may overbalance or trip up or fall into other team members. Pupils may stand on each other's toes. Some may get frustrated that they cannot achieve the task.	Pupils & Staff	<ul style="list-style-type: none"> At the start of the activity instructions will be given highlighting the dangers. If the weather is wet this activity will take place indoors, to avoid a slippery tarpaulin. In the introduction pupils will practise balancing etc with partners. The number stood on the tarpaulin will reflect the size and age of the pupils. There will always be spotters standing behind each pupil on the tarpaulin. Group staff will observe closely. The group on the tarpaulin will change with others to ensure all children have regular chances on the tarpaulin. 	L



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<p>The Rope Knot Rope burn Rope caught around midriff Pinched fingers</p>	<p>Pupils & Staff</p>	<ul style="list-style-type: none"> • At the start of the activity instructions will be given highlighting the dangers. • The introduction includes rules on how to handle a rope to avoid rope burn. • Demonstration of how to hold the rope to avoid rope burn and pinched fingers • Demonstration of how to avoid rope getting around the midriff • Demonstration (very exaggerated) of how to walk near ropes and how to step over them • Group staff will observe closely 	<p>L</p>
<p>Bat - Moth Two of the group or subgroup will be blindfolded There could be a lot of noise Pupils must stay in circle Blindfolded children may stumble Blindfolded pupils may feel insecure or uncomfortable</p>	<p>Pupils & Staff</p>	<ul style="list-style-type: none"> • The introduction and outline of the game includes a discussion on how people feel when blindfolded. • Only volunteers will be used - chosen by the school staff • Remainder of group are told to be quiet • Remainder of group will act as 'guardian trees' to keep the bat and moth within the circle • Bat and moth are told not to run and to walk with hands out in front • The bat and moth are told they can stop at any time if they feel uncomfortable 	<p>M</p>
<p>Farmer and his chicken A low risk activity Pupils may try and carry each other</p>	<p>Pupils & Staff</p>	<ul style="list-style-type: none"> • The introduction will include the no carry rule 	<p>L</p>
<p>Floating Sticks Very low risk activity. Some pupils will find it an awkward activity.</p>	<p>Pupils & Staff</p>	<ul style="list-style-type: none"> • The introduction to this activity includes an explanation and discussion of the feelings that the group may encounter. • Group staff assists and supervises each group. 	<p>L</p>
<p>Bean Bags Very low risk activity. 'Wild' throwing by some may lead to beanbag hitting others.</p>	<p>Pupils & Staff</p>	<ul style="list-style-type: none"> • The introduction includes rules about throwing. • Beanbags are small and not heavy. • Group staff supervises. 	<p>L</p>
<p><u>The Mat</u> Group is told to go into a bare room and sit on a carpet that has nothing on it. (Other carpets and rugs in the</p>	<p>Pupils & Staff</p>	<ul style="list-style-type: none"> • New Barn Staff to watch the activity closely and intervene where necessary. • New Barn Staff to highlight the dangers during introduction talk. 	<p>L</p>



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<p>room have strategically placed objects on them.) Children may fall on each other. Children may bump into other objects.</p>			
<p><u>Chair Line</u> The group makes a meandering line of chairs around the room. Each child is told to stand on a chair; the group then must sort the line of children into order of height, without touching the floor. Children may fall from chairs. Chairs may move or get knocked over.</p>	<p>Pupils & Staff</p>	<ul style="list-style-type: none">• New Barn Staff to highlight the dangers during introduction talk.• New Barn Staff to watch the activity closely and intervene where necessary.• Teachers & adults are placed at regular intervals along the line of chairs to assist if needed.	<p>L</p>



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<p><u>The Human Knot</u> The group stands in a circle; all the children hold hands continuously throughout the activity. A pair of children then make an archway by raising their linked hands, the rest of the group pass under it; the process is repeated several times until the children are tightly "knotted". The group then must untie itself without breaking the linked hands. Children may suffer discomfort or muscles may get pulled slightly.</p>	<p>Pupils & Staff</p>	<ul style="list-style-type: none"> • New Barn Staff to highlight the dangers during introduction talk. • New Barn Staff to watch the activity closely and intervene where necessary. • Children are instructed to never climb over another member of the group. • Children are instructed not to kneel as this may cause the circle to become unstable. • Adults are told to always be vigilant and if any child looks to be in discomfort to assist in the removal of the child from the circle. 	<p>L</p>
<p><u>Long Winding Road</u> Most of the children lie on the floor or ground in a meandering line. Two children are selected by group staff. One child is blindfolded. The other verbally leads the blindfolded child along the "road" of children on the floor. If this is done successfully, another pair of children are then introduced to the "road" from the other end - both pairs must overtake each other at some point. Children on the floor may get stepped on or squashed. Children navigating may stumble and fall. Children may bump into other objects.</p>	<p>Pupils & Staff</p>	<ul style="list-style-type: none"> • New Barn Staff to highlight the dangers during introduction talk. • New Barn Staff to watch the activity closely and intervene where necessary. • An adult will supervise each pair and walk alongside them. • Children lying on the floor are to shout if they get hurt. 	<p>M</p>
<p><u>The Ladder</u> The group sits on the floor in pairs in two lines, with each pair's legs facing and soles of feet touching. The pairs</p>	<p>Pupils & Staff</p>	<ul style="list-style-type: none"> • New Barn Staff to highlight the dangers during introduction talk. • New Barn Staff to watch the activity closely and intervene where necessary. • An adult will supervise each child and walk alongside them if possible. • Children lying on the floor are to shout if they get hurt. 	<p>L</p>



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<p>are spaced out, (thus forming a "ladder"). One pair at a time the children must run (or walk quickly) along the "ladder" without touching anybody. Children on the floor may get stepped on or squashed. Children navigating my stumble and fall. Children may bump into other objects</p>		<ul style="list-style-type: none"> Adults are to stand at the start and the end of the ladder to prevent knocking into other objects. 	
<p><u>Trust Game</u> Children split into pairs, and catch each other from behind Children may fall onto the ground. Children may fall on each other. Children will initially feel nervous.</p>	<p>Pupils & Staff</p>	<ul style="list-style-type: none"> New Barn Staff to highlight the dangers during introduction talk. New Barn Staff to watch the activity closely and intervene where necessary. Adults to be next to each group to assist in the catch if needed. Activity must take place on grass or carpeted areas. 	<p>M</p>

<p><u>Circle of Friendship</u> (This follows the trust games, children need to be used to getting close to each other and holding on to each other for this activity to work effectively.) The group stands in a circle, moves closer to the centre, and then sits on each other's' knees (to become self-supporting). Everyone waves their arms at the end of the activity. Children may fall on each other. Group may collapse and cause crushing.</p>	<p>Pupils & Staff</p>	<ul style="list-style-type: none"> New Barn Staff to highlight the dangers during introduction talk. New Barn Staff to watch the activity closely and intervene where necessary. Activity must take place on grass or carpeted areas. Children are instructed that if the circle starts to collapse they should move to the outside of the circle and stand up. Adults to ensure that all members of the circle are standing close together and in the correct positions. 	<p>L</p>
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<p><u>Toxic Tree Stumps</u> The group is split into two. Plastic markers are laid out at one end of the room or field. One child from each group is blindfolded. The children must instruct their blindfolded team member on how to move through the "forest" to be able to pick up one of the numbered markers. They may only communicate through a code of noises which each group has devised. Several children from each group will be able to have a go during the activity. The blindfolded children will feel disorientated and some may feel insecure. There will be a lot of noise created so the blindfolded person may struggle to hear the instructions. Blindfolded children may stumble and even fall to the floor.</p>	<p>Pupils & Staff</p>	<ul style="list-style-type: none"> • New Barn Staff to highlight the dangers during introduction talk. • New Barn Staff to watch the activity closely and intervene where necessary. • Adults to walk alongside the blindfolded person and assist where needed. • Adult to assist in the instructions to avoid confusion. 	<p>L</p>
<p><u>The Planks (Part 1)</u> The group is split into sub groups of between 4 and 10 children. Each group is given a set of four planks with ropes attached at intervals along the length of each plank. The</p>	<p>Pupils & Staff</p>	<ul style="list-style-type: none"> • New Barn Staff to highlight the dangers during introduction talk. • New Barn Staff to watch the activity closely and intervene where necessary. • The group are warned of the potential dangers when moving the planks. • All ropes are to be laid out at right angles away from the planks. • Adults are to supervise each group and walk alongside. 	<p>L</p>



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<p>groups have to lay the planks on the ground, and then move their team across the field between two points designated by the Ranger leading the activity, whilst keeping stood on the planks. Children may get splinters in their hands. Planks may be swung or dropped and injury a child. Ropes may get caught up in children's feed causing a fall or stumbling.</p>			
<p><u>The Planks (Part 2)</u> Each subgroup has two planks. The subgroup stands in a line one behind the other, with one foot on each plank. Those children near ropes attached to the planks hold them in their hands. The subgroup must move their team (staying on the planks) across the field, walking whilst lifting the planks underneath them. Children may stumble and fall of the planks during movement. Feet or hands may be trapped under the plank.</p>	<p>Pupils & Staff</p>	<ul style="list-style-type: none"> • New Barn Staff to highlight the dangers during introduction talk. • New Barn Staff to watch the activity closely and intervene where necessary. • Group are instructed to make a rhythm to help moving the planks. • Adults are to be placed with every set of planks. 	<p>L</p>
<p><u>The Spiders Web</u> (This activity is only attempted with YR6 and above) A web of rope is stung between two trees. The group must pass everyone through the web from one side to the other, preferably using only one hole per person, with no</p>	<p>Pupils & Staff</p>	<ul style="list-style-type: none"> • New Barn Staff to highlight the dangers during introduction talk. • New Barn Staff to watch the activity closely and intervene where necessary. • Continuous verbal instruction and encouragement is given by New Barn staff. • Group staff are to assist as and when required. • Any child in pain is instructed to call out and then the group staff will remove the child from the spider's web. 	<p>M</p>



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<p>help from group staff. Children may fall in wooded areas or onto another person.</p> <p>Clothing or parts of the body may get caught up in the rope. Parts of the body may be strained or pulled by accident.</p>			
<p><u>The Brick</u> The group is split into smaller groups of around 5 or 6 children. Each subgroup is given a brick, or a block of wood, or a concrete block. The bricks and blocks are of varying size and thickness. Each subgroup must try and get as many people as possible onto their brick or block and stand self-supported for a count of 10 seconds. (The subgroups then rotate around the other blocks and bricks.) Children may fall onto the ground or each other. Children may fall onto the object.</p>	<p>Pupils & Staff</p>	<ul style="list-style-type: none"> • New Barn Staff to highlight the dangers during introduction talk. • New Barn Staff to watch the activity closely and intervene where necessary. • The activity must take place on grass or carpeted areas. • Each group has plenty of space around them. • An adult is to supervise each group and object. • 	<p>L</p>