

Curriculum activity risk assessment

Baseball

clever • skilled • creative

Activity scope

This document relates to student participation in Baseball as a curriculum activity including the teaching of baseball skills, team training and competition matches conducted by schools.

This activity scope does not include lead-up games such as tee-ball to develop the basic skills for baseball.

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"/>	Medium Some chance of an incident and injury requiring first aid	<input checked="" type="checkbox"/> Record controls in your planning documents and/or complete this <i>Curriculum Activity Risk Assessment</i> . <input checked="" type="checkbox"/> Consider obtaining parental 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', provide further information on 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. [Blue Card](#) requirements **must** be adhered to.

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

Further information:

Minimum qualifications

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

- Current first aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ready access to first aid facilities, including qualified personnel
- [Blue Card](#) requirements met

For a registered teacher:

- Level 2 coaching qualifications from the [Australian Baseball Federation](#) for Primary students
Level 3 coaching qualifications from the Australian Baseball Federation for Secondary aged students
- OR**
- Competence (demonstrated ability/experience to undertake the activity) in the teaching of baseball.
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 2 coaching qualifications from the Australian Baseball Federation for Primary students
Level 3 coaching qualifications from the Australian Baseball Federation for Secondary aged students.

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)	<input type="checkbox"/>	<input type="checkbox"/>
Drinking water (students should not share drinking containers)	<input type="checkbox"/>	<input type="checkbox"/>
Regulation bats for baseball or softball should be used. Unibody bats are recommended. Bats without taping (or grip) or bats that have been altered in anyway should not be used.	<input type="checkbox"/>	<input type="checkbox"/>
Minimum clear space of 18 metres (60 feet) outside the foul lines. Refer to official Australian Baseball Federation rules.	<input type="checkbox"/>	<input type="checkbox"/>
Some suggested alternate controls where minimum boundary clearance is not met: <input type="checkbox"/> reduce the size of the playing field to achieve an adequate clearance zone <input type="checkbox"/> remove spectators/dangerous obstacles within the clearance zone <input type="checkbox"/> provide instructions to the officials/supervisors and players about the limited clearance zone <input type="checkbox"/> station supervisors near any obstacles within the clearance zone.		
Protective Equipment: <ul style="list-style-type: none"> • helmets that cover both ears for batters and base runners • helmets, face masks, throat and chest protectors, and leg guards for catcher and umpire • protector/box for all catchers and batters. 	<input type="checkbox"/>	<input type="checkbox"/>
Facilities that adhere, as close as practicable, to Baseball Queensland regulations.	<input type="checkbox"/>	<input type="checkbox"/>
Further information:		

Governing bodies/associations <i>If 'No' is ticked, provide further information.</i>	Yes	No
Guidelines/codes of practice are established for this activity. See Baseball Queensland , Australian Baseball Federation . Have these been considered during the planning of this activity?	<input type="checkbox"/>	<input type="checkbox"/>
If you are organising competitions or other events, have you referred to Queensland School Sport Unit ?	<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"> • Body fluids (e.g. blood, saliva, sweat) 	<ul style="list-style-type: none"> • Comply with HLS-PR-004: Infection Control and 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. 	<input type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan/ Additional controls
	<ul style="list-style-type: none"> 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 weather conditions before and during activity (temperature, storms etc). Assess suitability of playing field (level, debris, potholes/ divots in ground, line markers etc). Site activities away from buildings, pedestrians and other activities. Space activities sufficiently to prevent any equipment entering another play area. Avoid practice situations where the vision is impaired for the catcher, pitcher, hitter or any infielder by the sun. 	<input type="checkbox"/>	<input type="checkbox"/>	
Fast moving objects <ul style="list-style-type: none"> Balls Bats 	<ul style="list-style-type: none"> Instruct batters to drop, not throw, the bat before running. The dropped bat (and tee, if present) should be removed as soon as possible. Provide instruction in proper fielding techniques. Check equipment for damage before and during use. Helmets with cracks, dented or damaged face masks and catcher's gear should not be used. Position the batting team at least 10 metres back from either the first or third base line and at least 25 metres clear of the catching/home plate area . Ensure that the warm-up batter practises in the designated area, preferably 10 metres from the catcher. Note that leather baseballs should be used in games for secondary age-groups. Rubber balls or reduced injury/teeballs are suitable for practice for all age-groups and game play for primary groups. Vinyl balls should not be used. 	<input type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan/ Additional controls
	<ul style="list-style-type: none"> • Ensure that a netting backstop, if available, is placed at a safe distance from the catcher. • Ensure that the umpire standing behind the catcher wears protective equipment, as prescribed for the catcher. If this equipment is not worn, the umpire should stand behind the pitcher. • Ensure that gloves are maintained and stored carefully to keep their shape. 	<input type="checkbox"/>	<input type="checkbox"/>	
Physical contact <ul style="list-style-type: none"> • Cleats/spikes on shoes • Breaks/sprains • Cuts, grazes from sliding 	<ul style="list-style-type: none"> • Modify games to match the skill and fitness levels of students. • Ensure that long fingernails are cut or taped to prevent injury to any participants. • Ensure that jewellery such as watches, bracelets, rings and long necklaces are not worn. • Provide instructions regarding appropriate sliding. It is recommended that students not slide into first base but overrun the base on a single hit. • Ensure that the rules regarding physical contact to prevent rough play are enforced. • Check condition of shoes/spikes/cleats before play. • If spectacles need to be worn during matches and training sessions, ensure that they have plastic frames and plastic lenses. A band should also hold the spectacles on securely. 	<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"> • Obtain parental permission, including relevant medical information. • When students with medical conditions are involved, ensure that relevant medical/emergency plans and medications are readily available (insulin, Ventolin®, EpiPen®, etc). 	<input type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan/ Additional controls
	<ul style="list-style-type: none"> Refer to Individual education plan/Educational adjustment plan/Behaviour management plan and other student documents. Ensure there is adequate adult supervision. Where necessary, obtain advice from relevant advisory visiting teachers, specialist teachers. 	<input type="checkbox"/>	<input type="checkbox"/>	
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. Cover rules, safety procedures and prerequisite skills before students play the game. Follow progressive and sequential skill development. Modify games to match the skill and fitness levels of students. Refer to Baseball Queensland rules. 	<input type="checkbox"/>	<input type="checkbox"/>	

Additional control measures	
<i>These would relate to the specific student needs, location and conditions in which you are conducting your activity.</i>	
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 <i>School Curriculum Activity Register</i> 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/>
- HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions
<http://education.qld.gov.au/strategic/epr/health/hlspr004/>
- Infection Control Guideline:
http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.pdf
- HLS-PR-005: Health and Safety incident recording and notification
<http://education.qld.gov.au/strategic/epr/health/hlspr005/>
- HLS-PR-006: Managing risks with chemicals in Department of Education and Training (DET) workplaces
<http://education.qld.gov.au/strategic/epr/health/hlspr006/index1.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/>
- Queensland School Sport Unit
http://www.learningplace.com.au/default_suborg.asp?orgid=128&suborgid=788
- Get Active Queensland Accreditation Program
<http://communities.qld.gov.au/sportrec/community-programs/education-and-training/get-active-queensland-accreditation-program/course-information>

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.