

Curriculum activity risk assessment

Drama

clever • skilled • creative

Activity scope

This document relates to student participation in Drama as a curriculum activity.

The information in this document applies to all forms of drama. The potential dangers in drama lie in students using their bodies incorrectly during performance or preparation, in working with electrical equipment, and in being involved in drama activities while not directly supervised by the instructor.

Processes covered by this document include:

- undertaking physical activities related to drama
- using lighting and sound equipment
- building and moving of sets and rostra
- creating and using props and other equipment
- creating and using special effects (smoke machines).



Teachers/leaders:		
Activity description:		
Start date:	Finish date:	No of students (approx.):
Class groups:		Supervision ratio (approx.):

Risk level

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?
- Where will the students be?
- What will the students be doing?
- Who will be leading the activity?
- What will the students be using?



Inherent risk level		Action required / approval
<input type="checkbox"/>	Low	Most vocal and physical activities in drama would be considered to have a low risk level
<input type="checkbox"/>	High	Some uses of props, lighting and special effects (e.g. smoke machines) would be considered high-risk activities
		<input checked="" type="checkbox"/> Manage through regular planning processes. <input checked="" type="checkbox"/> A <i>Curriculum Activity Risk Assessment</i> must be completed. <input checked="" type="checkbox"/> Principal or delegated Deputy Principal or Head of Program (i.e. HOD, HOSES, HOC) to review and approve risk assessment. <input checked="" type="checkbox"/> Obtaining parental permission is recommended. <input checked="" type="checkbox"/> Once approved, activity details are to be entered into the <i>School Curriculum Activity Register</i> .

Listed below are the minimum recommendations for this type of activity. For any items ticked 'No', provide further information 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 is to be present to take overall responsibility. Blue Card requirements must be adhered to.
<input type="checkbox"/> Registered teacher with minimum qualifications as outlined below OR <input type="checkbox"/> An adult with minimum qualifications as outlined below, in the presence of a registered teacher
Further information:

Minimum qualifications
<i>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.</i>
<input type="checkbox"/> Current first aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ready access to first aid facilities, including qualified personnel.
<input type="checkbox"/> Blue Card requirements met
Low — Most vocal and physical activities in drama would be considered to have a low risk level
For a registered teacher:
<input type="checkbox"/> knowledge of the current drama curriculum

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.

A teacher could demonstrate their competency through their:

- 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:

- competence (demonstrated ability) in an area relating to drama

High — Some uses of props and special effects would be considered high-risk activities

For a registered teacher with qualifications related to Drama:

- knowledge of the current drama curriculum

A teacher could demonstrate their competency through their:

- 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:

- high level of competence (demonstrated ability) in an area relating to drama

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"/>
Further information:		

Governing bodies/associations	Yes	No
Guidelines/codes of practice are established for this activity. See: Drama Queensland Speech and Drama Teachers' Association of Queensland Inc Have these been considered during the planning and performance of this activity? (See 'Important links' on last page)	<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"> • Note that when using make-up, it is strongly recommended that individual make-up and make-up applicators (such as disposable brushes and sponges) be used to avoid the transmission of bacterial and viral infection. 	<input type="checkbox"/>	<input type="checkbox"/>	
Electricity <ul style="list-style-type: none"> • Burns • Electrocution 	<ul style="list-style-type: none"> • Ensure Electrical Safety Guidelines are adhered to. 	<input type="checkbox"/>	<input type="checkbox"/>	
Environmental conditions <ul style="list-style-type: none"> • Surfaces • Surrounds • Equipment • Dress 	<ul style="list-style-type: none"> • Ensure that appropriate venues are selected, taking into consideration the following: <ul style="list-style-type: none"> ○ working space ○ access to emergency facilities and safety equipment ○ ventilation. 	<input type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
	<ul style="list-style-type: none"> Ensure that chosen locations have adequate ventilation and lighting. Ventilation is of particular importance when using artificial fog or other possible irritants (e.g. paint). 	<input type="checkbox"/>	<input type="checkbox"/>	
Gas or fumes <ul style="list-style-type: none"> Smoke Inhalation 	<ul style="list-style-type: none"> Ensure appropriate personal protective equipment (such as facemasks and breathing apparatus) is worn. Note that all fire regulations must be adhered to. Ensure that the use of smoke machines is carefully managed in terms of allergic reactions to fog (smoke) and damage to voice if exposure is prolonged. The risks associated with artificial fog may be increased by lack of ventilation and/or strenuous movement (e.g. dancing/physical theatre). 	<input type="checkbox"/>	<input type="checkbox"/>	
Hazardous substances <ul style="list-style-type: none"> Corrosive chemicals Flammable chemicals Volatile chemicals Paints 	<ul style="list-style-type: none"> Adhere to hazardous substances guidelines. When using paints, comply with the following guidelines: <ul style="list-style-type: none"> isolate areas where paint was spilled until clean up is complete and affected area is dry place all empty paint cans in waste bins only after they've dried replace and secure the lid on any can that still has wet paint inside it clearly identify/label cans that have left-over paints do not leave or store paint solvents in paint cans 	<input type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
	<ul style="list-style-type: none"> ○ Ensure any ladder used is industrial rated, and rated to more than 120 kilograms. Contact the Workplace Health and Safety officer for more information. ● Install all lights securely and with safety wires attached. 	<input type="checkbox"/>	<input type="checkbox"/>	
Manual handling <ul style="list-style-type: none"> ● Lifting equipment 	<ul style="list-style-type: none"> ● When working with sets, inform students of the: <ul style="list-style-type: none"> ○ need to use safe lifting practices when moving sets ○ need for safe practices during construction of sets ○ importance of ensuring that sets are safe to move on and around. ● Ensure that students are aware of safety aspects in selecting and using props. These include: <ul style="list-style-type: none"> ○ careful selection of stage swords, knives and other pointed and sharp objects ○ careful use of ropes ○ care when using glass or other breakable items ○ consideration of the weight of props. 	<input type="checkbox"/>	<input type="checkbox"/>	
Noise (loud and/ or continuous)	<ul style="list-style-type: none"> ● Ensure that students are aware of safety aspects involved in using sound equipment including: <ul style="list-style-type: none"> ○ the need to ensure that electrical cords are secured to the floor and that multiple cords and connections are tangle-free ○ the correct mounting of speakers ○ the possibility of fire hazards caused by overheating of 	<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 or specialist teachers. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Vocal activity	<ul style="list-style-type: none"> • When sustained vocal activity is planned, inform students of the: <ul style="list-style-type: none"> ○ risk of permanent damage if vocal activity is undertaken when a person has a cold or sore throat (no vocal work should be undertaken when there is throat pain) ○ risk of damage caused by clearing the throat ○ importance of proper warm-ups of the vocal folds (chords). At least a 20 minute warm-up is required for extended vocal work, such as a full-length play ○ risk of damage to vocal folds if undertaking activities such as screaming or crying without warming up ○ importance of choosing music for singing which is appropriate to the student's vocal range ○ risks involved in singing over instruments without amplification 	<input type="checkbox"/>	<input type="checkbox"/>	

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
	<ul style="list-style-type: none"> ○ benefits of drinking plenty of water during vocal activity to keep the vocal folds moist, and of inhaling steam to relieve sore throats and vocal discomfort. 			

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 <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

- SCM-PR-002: School Excursions
<http://education.qld.gov.au/strategic/epr/schools/scmpr002/>
- 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-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/>

- HLS-PR-006: Managing Occupational Risks with Chemicals
<http://education.qld.gov.au/strategic/epr/health/hlspr006/hs16.pdf>
- Drama Queensland
<http://www.dramaqueensland.org.au/>
- Drama Australia
<http://www.dramaaustralia.org.au/>
Speech and Drama Teachers' Association of Queensland Inc
<http://www.sdaq.org.au/>

Glossary and other information

Fog machines

The manufacturers of artificial smoke (fog machines) advise that the chemicals used in these machines have the potential to induce airflow obstruction in asthmatics or those susceptible to allergic responses. While a major adverse reaction is uncommon, schools should advise parents and students whenever exposure is possible, either at school (e.g. during a performance or at a school dance) or at non-school venues (e.g. theatre excursion). It is of particular importance that smoke machines should not be pointed directly at people, and to note that adequate ventilation reduces the potential for adverse reaction.

Pyrotechnic devices

It is not recommended that these devices are used due to the high risk involved. Ensure that students never manufacture any pyrotechnic devices.

If the use of pyrotechnic devices is deemed essential for a particular production, teachers must contact the Inspector of Explosives, PO Box 194, Brisbane 4001, tel. (07) 3237 1389, for information relating to the use of these devices.

Ensure that students do not handle or stand close to special effects (e.g. smoke bombs) being used during or associated with a performance.

Legislative requirements which must be complied with regarding pyrotechnic devices include:

- the operator must have knowledge of the safe use and storage and a letter of competency testifying to this knowledge
- the local fire authority must be notified of the times, building and conditions in which the pyrotechnic devices are to be used
- only authorised (not self-manufactured) devices can be used
- only persons over 18 may operate these devices.

Further information

For further information on incorporating risk management strategies into curriculum activity planning refer to [HLS-PR-012 Managing Risks in Curriculum Activities](http://education.qld.gov.au/strategic/epr/health/hlspr012/index1.html) and the associated list of [Curriculum Activity Risk Assessment Guidelines](#). (See: <http://education.qld.gov.au/strategic/epr/health/hlspr012/index1.html>)

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.

Uncontrolled copy. Refer to *HLS-PR-012: Curriculum Activity Risk Management* at <http://education.qld.gov.au/strategic/epr/health/hlspr012/> for master.