

Risk assessment for primary school students' teambuilding activities					Date: 20 th April 2023	
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Hazard	Who is at risk and how?	Severity of unmanaged risk	Likelihood of unmanaged risk	Control measures implemented	Severity of controlled risk	Likelihood of controlled risk
Inadequate Supervision and Instruction	Students could sustain injury if not guided away from dangers. Reputational risk to the university if instructors not professional and responsible	MED	MED	- Instructors to be professional and present during the entirety of the session. - Clear instructions to be given during the session and lesson planned beforehand. - All instructors to hold a safeguarding qualification.	LOW	LOW
Medical emergency due to previous medical conditions	Instructors, group, could have asthma attack, seizure, heart attack etc which could be life threatening	HIGH	LOW	- Participant's guardians to complete a medical form before the session. - Instructor to ask if any medical conditions which may affect participants during the session. (Check with teacher/group) - Instructors are qualified first aiders. - Participants are requested to make themselves known to their supervising instructor if they have any pre-existing conditions. - Any personal medication inhalers etc to be brought with the participant during the activity. - In the very unlikely event that a participant suffers a medical emergency, an ambulance will be contacted / first aid treatment administered.	MED	LOW

				“Schools must report to the HSE and record any injury that leads to a pupil being taken from the site of the accident to hospital” (Welsh government, 2023)		
Inappropriate behaviour	Group, instructors, injury could be sustained from misuse of equipment/ not following rules	LOW	MED	- Ground rules to be discussed with all students regarding required behaviours. - Abandon session if bad behaviour could affect the safety of the group	LOW	LOW
Presence of Equipment	Group, instructors, slip trips and falls	LOW	MED	Brief participants on the rules around equipment (e.g., don't use equipment as weapons/ be careful running if on the floor)	LOW	LOW
Weather conditions	Group/instructors , trips, slips, and falls if raining or muddy. Emotional harm if cold/wet and group unhappy/ uncomfortable. Environment could be at risk of being damaged if grass churned up etc	LOW	MED	- Make sure participants are dressed suitably to the weather conditions, including suitable footwear (PPE) - Ensure group has enough water / fluids. - Instructor to carry mobile phone and first aid kit. - Decision to move indoors to be taken if weather is dangerous (lightning) or would be more suitable inside.	LOW	LOW
Presence of cars in carpark when working outside	Group/ instructors, could be hit by car causing injury/death	HIGH	MED	- Clear briefing to not enter the car park/road unless with an adult. - Clear boundaries set out for the activities by the instructors (Engineering control)	LOW	LOW

Uneven ground / unpredictability of environment outside (roots, mounds etc)	Group/ instructors, slips trips and falls	LOW	MED	- Brief the group about uneven ground before the session. - Examine the activity area before the session to ensure it is safe, free from litter etc	LOW	LOW
Presence of bouldering wall	Group, could be hit by others on the wall/ running into the wall and sustaining injury/ concussion	MED	MED	- Establish clear boundaries/area away from the wall for activities. - Brief the group about the dangers of the wall before the session	LOW	LOW

This risk assessment is in line with the Management of Health and Safety at Work Regulations 1999, identifying any possible hazards, deciding how likely or severe they are and establishing controls to bring the risk level to an acceptable standard. (Health & safety executive, 2023)

Key:

Likelihood: Low- Happens very rarely or never, **Medium** – Likely to happen if no guidance given, **High-** Typically happens in a session

Severity: Low- Bumps & bruises, **Medium-** First aid required, **High** – long-lasting injury or death

Response: Low- Able to continue with activity, **Medium-** Instructors able to treat may need further medical assistance, **High-** Immediate emergency medical treatment needed (call 999)

Lesson Plan – Team Building

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Class: Year 5 pupils (9-10 years old)		Date: 28/04/23 & 05/05/23	Number of pupils: 8 Ability level: Mixed Ability	Duration (mins): 60 mins	NC ref & Level/Syllabus: 4 Key Stage 2 Programme of Study – Adventurous activities (Welsh Assembly Government, 2008, p. 14) 1. Overcome challenges of a physical and problem-solving nature with a partner or in a small group
Resources: - Stack of cones 2 Benches 2 Hoops 2 lengths of rope 8 Squares of carpet 2 Survival bags 1 Stick for helium stick task 8 Pieces of pipe 2 Tennis balls - Outdoor learning cards related to activities.				Health and Safety Issues: Please see risk assessment attachment.	
Title of unit of work: Team building					
Learning Outcomes: 1. By the end of the lesson, I will be able to communicate effectively with others to achieve a shared goal. 2. I will be able to appreciate and listen to others’ ideas. 3. I will be able to trust others more confidently, both physically and psychologically.					
Lesson Structure					
Time	Activity Sequence	Organisation	Teaching and Learning Methods	Points to Remember	Assessment Focus
8 mins	Warm-Up/Introduction (Expectations and sharing learning outcomes) Bring everyone over to the benches to place coats water down etc, establish this area as a ‘base’. Introduce ourselves, have students introduce themselves, explain aims of session, then jump into task 1. Task 1: Bench organisation task: Split group in half by numbering everyone 1 & 2, 1s in a group & 2s in the other to mix participants. Have1 half stand on each	Small Groups (4 per group) Mix the ability & friendship groups. Complete task away from other equipment to prevent distraction.	Aspects of command, practice, divergent discovery, (no one “right” answer for students to find, teacher makes all pre-impact decisions, but students work by themselves in groups. Students do the tasks all at the same time.) (Mosston & Ashworth, 2002),	Organisation- management of 2 groups; 2 leaders per group, 1 explaining the task. Behavioural expectations- listen during delivery of instructions, respond appropriately to questions, treat each other with respect. Safety- (benches – height) step in if becoming boisterous/ pushing.	LO3 – Observe whether participants are using physical touch & trust to achieve the task, e.g., holding each other when swapping places to prevent each other falling off. LO 1 – Observe whether they are asking each other questions & listening (count how many times they talk over each other).

	bench. Task is to line up in alphabetical order by first name without touching the ground (for more difficult task, do so without talking) Task 2: Team hoop task: Using same groups from task 1 to reinforce the idea of being a team, give each group a hoop. Task is to have each member of the group pass through the hoop, trying to be faster than the other group. The hoop must start on the ground with no one touching it. Review (after each task): Ask how it went, and why it worked or didn't, how did they react to the activity and respond to it, and which of those responses helped and which didn't? Bring them away from the activity and back to the benches to calm down & establish its time to listen by changing the environment. Expectations, goals and focuses: Easy group communication with low difficulty tasks, more comfort with group members, and "setting the stage" for what the rest of the lesson will be, as well as seeing student dynamics. More time can be spent on these 'ice breaker' tasks if groups need more time to gel together. Link with Lesson: These warm-ups link well with the rest of the lesson because they are low-stakes, low-difficulty group communication tasks that allow the students to become more comfortable with each other, and they help us see how the students collaborate. This helps us in our facilitation of later, more difficult tasks.	Have teams next to each other for races during hoop task to try to build the idea of being a team through competition.	Using all three styles of learning, as a myth to be only 1, most effective using a combination of all 3. Audial- telling rules, instructions, asking questions. Visual- demonstration, equipment showing points. Kinaesthetic through demonstration or actively participating. (Honey & Mumford, 1992)	Step in if there is unnecessary conflict. Challenge w/ Task 1 (no talking) if extra time Could differentiate by giving one member of the team a leader role and see if that helps them understand the importance of listening to 1 voice instead of talking over each other. Adapt it to keep it fun and engaging if needed (bench organisation in silence etc to put more emphasis on trust).	Question & Answer at end, bring everyone back to the base to calm down & ask questions such as: Do you think you communicated well? What worked/ didn't work? Single out people's answers making sure everyone is listening to the suggestion. Use valuing dimension in hierarchical mode so that individual feels directly valued. (Heron, 1999)
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15 mins for each	Development Task 1: Marble Run with Pipe Rules: Give 2 minutes to each group to plan. Each group gets 4 pieces of pipe (1 per person), with goal of using pipe to move a ball toward a finish line. You must go back to start if drop the ball, cannot move until ball is out of your pipe, are not allowed to tilt it when ball is in your pipe. The fastest group wins. Multiple trials to beat first time. Debrief Questions: At the end of the task take them back to the benches to sit & discuss the task. -What worked, what didn't -What can you change for next time to go faster -How did you communicate? -Differences between groups? Goals and Focus: Active communication during more physical task, trust in others to do their part, understanding different approaches to the task and considering which is best.	Small groups (4 in each group) Keeping the mixed ability from warm up to increase sense of belonging within the team. Use of space – position away from dangers (e.g possibility of ball flying into the car park) larger area needed for this task. Run groups next to each other to increase competitive nature. If competitiveness becomes too great & is impacting teamwork, position groups away from each other to steer away from racing being the main objective.	Practice – facilitator makes all decisions & gives feedback after participants have completed task. Moving to divergent discovery in the later stages as the participants begin to come up with multiple solutions to the single task set out by the facilitator. (Mosston & Ashworth, 2002) Planning, structuring dimensions – Hierarchical, aims & objectives solely set out by facilitator. Meaning, feeling dimensions more cooperative, guided by questions/ left to try to work through their own emotion to some extent. (Heron, 1999)	Incentives- fastest team wins (bragging rights) Non-participants- Move place in line-up so they start with the ball to aid feeling of inclusion. If they are struggling with the task adapt to make the area smaller Challenge - make distance longer/ add additional ball to make the need for communication and teamwork stronger. Time management - Provide feedback/time to discuss strategies between rounds. Adapt difficulty if taking too long/ not long enough. Let them fail- stop and increase the review time before moving onto next activity.	LO 2 Observe in the planning stage if they are listening to others' ideas/ when they have a re-run to try to beat their time, observe changes to the plan/ ability to see someone else's way may be more effective. (Count use of considerate language such as: what if we... That's a good idea! Etc instead of just trying to do their own idea) LO1 Pupil response during debrief at end. Hear how they thought communication went/ what they think they need to change, whether planning helped their teamwork? LO 3 Observe how able they are to adjust their plan according to others physical ability to be in the right place on time, trust each other to work as one unit and all do their part.
	Task 2: Helium Stick Challenge Demonstration – Facilitators can demonstrate what to do as it can be hard to explain verbally. Rules: Group split in half, standing across from each other. Each person sticks out their index fingers for the stick to be laid on. As a group, they must lower the stick to the floor. Every student's index finger must always touch the stick, and no one can hold	Whole class task for progression, to broaden the meaning of teamwork and allow a chance to develop previous skills in a larger group setting/ with different people.	Learner-designed individual program They decide how to resolve the problem and designate performance criteria. Can be guided discovery if teacher needs to ask questions to guide learners to get the stick to the ground if struggling. (Mosston & Ashworth, 2002)	Organisation – 1 facilitator explains task, as whole group activity. Try not to have all 4 teachers becoming too overwhelming. Have on hand in case of frustration at the task. Safety – Make it clear that only the facilitators can hold the stick when the task is not in progress/ it can't be used as a weapon.	LO 2 & LO1 Question and Answer after task, assess their understanding of teamwork & communication through measuring responses to questions such as: Do you think you need a leader?

onto the stick with any other finger. Check that no cheating is taking place throughout activity. Time how long it takes on each attempt. Bring the group back to the benches at the end to establish the activity is over and slow the pace/ bring down excitement. Debrief Questions: -Was there any one person leading the group? -Was there any conflict or frustration about a person not doing their part? -What was the hardest part about this task? -If you could do it again, what would you do differently? Goals and Focus: Productive, effective, and respectful communication.	Only a small space is needed for this task.	Storming stage of group development this task will bring out conflict and challenge as it is harder and can be frustrating. Allow difference to surface (Tuckman and Jensen, 1977)	Behavioural expectations- Positive attitudes & kindness toward peers (intervene if fighting gets out of hand, but leave them to have some disagreement) This activity is the most difficult so expect/plan for more student frustration. Time management may need to be altered if frustration/ struggling with the task causes it to overrun. Non-Participants – if individuals need to step out for a minute if getting upset, let them. Have 1 facilitator go with them to see if they are okay, whilst the others continue with the task to provide the upset individual space & not cause too much disruption to the activity.	Did you all talk over each other? Did you consider different opinions? Did you all agree on 1 plan before starting? LO3 Observation – see if their ability to psychologically trusting each other to lower at the same time in a coordinated manner improves over a few runs of the task. (Can be seen if their time improves)
Task 3: Lava Flow Rules: 2 groups, each with their own set of “platforms”, set at starting line. The goal is to cross to the finish line without touching the floor (can only touch platforms). Team member must always stay on platform with at least one limb, if platform loses contact with member of team, it will be taken in the flow, if a team member touches lava the whole team starts over, may reset to start at any point but time limit stays the same, every member must cross the finish line to succeed. Need cones for boundaries and mats for platforms. Again, take the group back to the benches at the end of the activity for a review. Debrief Questions: -Did it work?	Small groups – return to original 4s to get a sense of belonging after the frustration of the previous whole group task. A large area will be needed for this task. The same space can be used as was used for marble run. Run groups alongside each other to build competitiveness.	Self-check – Learners plan and work independently to achieve the task, can check their own performance against the criteria laid out by the facilitators. By this point in the lesson, they should be able to recognise good teamwork/ communication without having to be questioned/ guided as to whether it is working or not. (Mosston & Ashworth 2002) Allow them to complete this task more autonomously, ask less questions to guide during task, step back and allow self-directed evolution of communication & teamwork skills. (Heron, 1999)	Procedures: 1 facilitator to explain the rules clearly as can be a little confusing/ (more rules to follow). Progression/ challenge - Do multiple times if extra time, could include one less square, beat time, farther distance, etc... Pace – Try to make sure that the excitement of previous tasks doesn't cause the pace of the activity to increase too much as more likely to get out of hand/ not learn as much if participants are trying to rush. Control this by using verbal reminders e.g. “Do you think if we slowed down it may be easier?” give time to plan so they don't just jump straight in & have time to share ideas/ collaborate.	LO 1 Pupil planning – get them to plan how they will attempt the task. Observe the use of language such as ‘communication’, assigning roles or how much they talk over one another. LO3 Observation – as task gets more difficult, count how many acts of physical trust take place, e.g., holding each other up to stay on 1 mat, aiding each other to reach far away mats.

	-What changes did you make (with communication?) compared to the previous activity? -Did you communicate effectively? If so, how? Goals and Focus: Effective communication and collaboration, importance of group planning.				
8 mins (4 min activity, 4 min summary/ reflection time)	Warm Down / Conclusion Flip Over Life Raft Challenge Rules Split into 2 groups, each standing on one “life raft”. The goal is to flip the life raft over while still standing on it, with the fastest group winning. No group member should step into the water or else the activity resets, team members must flip over the raft with everyone still on it, groups can move however many people at a time, and there is a time limit of 5 minutes. Need bags to act as rafts and time to plan at the beginning, End the session on the benches for a final summary, reminding them to remember their belongings before final farewell. Debrief Questions (for all activities): -What was your favourite activity? -Which task was the completed the best? -What strategies worked best to complete tasks? -Who communicated the best/worked best in which role within the teams?	Small groups – simple task to finish the session on a high and with participants leaving feeling they have achieved something. Set groups up with distance between each raft for safety reasons in case of slips or falls.	Divergent discovery (Participants come up with multiple answers to flipping over the life raft. Guided discovery – leading questions by the teacher can be used to aid participants if they get stuck/ are taking too long to work it out. Performing stage of Tuckman and Jensen’s (1977) model, back together in final task, ability to achieve the task along with confidence and group trust have increased. Important to end as a strong team.	Simple task good for a warm down as not too strenuous/no running etc but still active. Adaption - If one team struggling Could you help the other team? (Winners help losers from the outside turn into big task) Time management- Omit questions/shorten activity if running low on time. Safety – If outside, do this activity away from concrete or tarmac on grass as slips and falls more likely. Allow time to plan before to replicate what worked well in previous activities. Last activity/wrap up so provide a good conclusion, answer questions, and make sure everyone leaves positive and understanding what they have gained from the session.	LO 1,2 &3 Question and Answer Go through the session and remind them of the aims. Ask questions such as do you think your communication has improved throughout the activities? Which one helped the most? What are you taking away from the session? Measure their responses as to whether they understand listening & valuing others, planning as a group etc. Student evaluation - Allow personal reflection time by bring group to sit back on benches calmly to end.
Contingency Activity (what if?): - Able to do indoors and outdoors, depending on weather and able to adapt activities to make them easier or harder relating to ability of group. (e.g if finding lava flow too easy, remove more carpet squares, add another ball in marble run) - If there not understanding or struggling allow to fail and increase the review time or give them pointers to how to improve for next time and if time give them another go with extra help				Home engagement: - They can take these team building activities/ make up their own and implement them in their playground time/ at home, allowing for growth of social skills, trust and teamwork.	

- Ability to do all tasks in one big group or in 2 smaller ones if illness/ odd number of participants. - Extra activity e.g human knot can be added if they get through all tasks ahead of schedule. - Slightly altering rules of an activity and doing it a couple times over if needed.	- Build upon skills like effective communication & collaboration (practice not talking over each other, listening to others, electing a leader, planning before jumping into things) in home life.
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