

RM101: Manage Risk in Rural and Remote Communities

RM101 - Manage Risk in Rural and Remote Recreation was developed several years before Recreation North's Pilot by Dr. Ian McGregor of SportRisk, an expert in the field, and Caroline Sparks. RM101 was designed and prepared for the Recreation and Parks Association of the Yukon and funded by Yukon Government Sport and Recreation Branch along with RM102 and RM103.

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Description:

This learning event explores how risk influences recreation experiences. Recreation leaders learn basic ways to manage risk and reduce the chance of something bad happening to a participant, a leader, or a facility.

Learning Objectives:

- Value the process of managing risk in community recreation.
- Identify and assess the probability and severity of different risks.
- Apply a process and tools to manage risk in five key areas.

Required Learning Activities:

- RLA: Risk Rating
- RLA: Risk Management Plan

Week 1:

Recreation leaders have a responsibility to be careful with anyone who comes into their facilities (including outdoor spaces) or participates in their programs. Risk management helps ensure that participants have an enjoyable and safe experience.

Risk management is a process and every situation is different. Although the risks and types of injury may be unique to each situation, the process for managing those risks is the same.

Key teaching points: (also refer to RM101 Trainer Guide)

- Three basic risk management concepts are covered in RM101. More advanced concepts are covered in RM102 and RM103.
 - Foreseeability is about thinking ahead in order to prevent something going wrong.
 - Risk Rating involves assessing risk using 'gut instinct' or calculating risk using numbers.
 - Risk Controls are the things that are put in place to mitigate or reduce risks that have been assessed.
- There are 5 key risk areas to consider in recreation.

Supervision and Instruction As a general guide, higher risk programs/facilities/people require supervision by people with specific qualifications. For example, swimming facilities and programs required certified lifeguards and instructors. Higher-skill/ higher-risk activities, like gymnastics, need more supervisors. Kids programs/ camps need a lower ratio of participants to supervisors. And things like poor sightlines in a playground may require more supervision. Activities involving minors or physical skill development (e.g. learn to swim), should have documented lesson plans.

Training (slide 11) is situational so a list of the training should be developed before deciding who needs to be trained in what. What types of training is common in recreation?

Documentation (slide 12) proves you are doing what you say you are doing. Documentation may include forms, screening tools, and written agreements. Documentation is covered in more detail in RM102.

Facilities and Equipment (slide 13) should be a) maintained, b) inspected on a pre-determined frequency, and c) these actions should be documented using checklists.

Emergency Response Planning (slide 14) is about assuming, and being prepared for, the possibility of an accident or incident in a program or

facility. Create and practice an Emergency Response Plan. Make sure equipment is in working order. Know the communication links.

- The level of risk can be measured qualitatively using a Risk Grid with zones. It can also be measured quantitatively using a Risk Rating Form.

Week 2:

Risk management should be approached in a disciplined manner to ensure no key areas are missed. The risk of injury is not the only type of risk. There is also environmental risk, reputational risk, property damage, data breach, theft etc. In reality, it is not possible to safely or effectively manage all risk. However, before starting or continuing a program or activity risk should be assessed systematically.

Key teaching points: (also refer to RM101 Trainer Guide)

- There are three steps in the risk management process.
 - In Step 1, separate programs/facilities/people into High Risk/ Low Risk; identify the major risks, issues or gaps; and rate the risk.
 - In Step 2, identify 'controls' or things that if done or put in place would reduce the risks. Re-assess the risk assuming these controls are in place.
 - In Step 3, determine which controls will be done/put in place, who will do this, and when.
- Although issues may initially seem overwhelming, focus on high risk programs and facilities first. Once these are addressed, go back and consider issues or areas that are a lower risk. For example, when managing an Ice Arena, the highest risk areas might be a) the ice surface and b) the compressor room. At a later date, other areas such as bleachers and dressing rooms, can be reviewed.
- A risk audit (Step 2) helps to assess issues and gaps in the key risk areas, as well as to identify controls that could help to manage these risks. An action plan (Step 3) is developed and implemented to put the most important risk controls in place.
- Residual risk is the amount of 'leftover' risk once controls are in place.
- Tolerance for risk may vary depending on participants, type of activity, organization, leader, etc. It is important to recognize who has the final responsibility to decide on the level of risk that is acceptable.

Required Learning Activity: Risk Rating

Choose a program or activity and rate its risk using a) your 'gut instinct' and b) a measurement of probability x severity.

Share your Risk Rating RLA in the forum. Describe:

1. The activity or program.
2. The risks that could lead to damage or injury.
3. The risk zone (see slide 17) and your 'gut instinct'.
4. The level of risk (see slide 19) found by measuring probability and severity. To help, use the RM101 Handouts pages 3-4.

Required Learning Activity: Risk Management Plan

1. Use the Word or PDF template provided.
2. Choose and describe a program, activity, or facility.
3. Consider the level of risk and describe the types of things that could go wrong.
4. List ideas for reducing these risks.
5. Create an Action Plan to manage risk.
6. Submit your risk management plan.

Resources and References:

Resources

- RM101 LE Presentation
- RM101 Handouts - <https://files.recnorth.ca/18-19/res/Handouts-RM101.pdf>
- RPAY's RM101 Facilitator and Participant Guides

Activities

- Required Learning Activities – 2 described above

References